Curriculum Load on Children at Pre-Primary and Primary Stages

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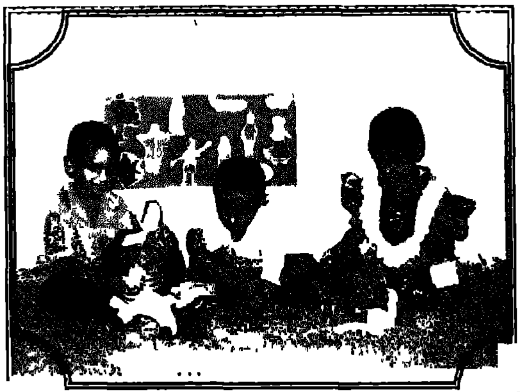
An Exploratory Study



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DEPARTMENT OF ELEMENTARY EDUCATION
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
Sri Aurobindo Marg, New Delhi-110016
2002

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National Institute of [illegible]
Division of [illegible]
Information (N C E R T)
Acc. No
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PREFACE

Every society strives to provide the best possible education to the new generation. In fact education has its scope from womb to tomb. The first agency which initiates education of the children (i e. younger ones) happens to be the family in general and the parents in particular. Formal schooling begins around the age of five or six years for which a wide networking of schools is organised. But the child's growth and learning continue by gathering experience from various stimuli in his or her environment regularly, The child's development and interactions with living and nonliving things around help him or her acquire variety of sensibilities and gradually these impressions keep on becoming stronger which get converted into experience, which may in turn be called as learning. Such happenings do not wait for schooling to occur. The learning at this tender age is governed by principles of perception, pleasure and participation. To provide right direction to perception of the children, there has been the emergence of preschool education which has been popular with the passage of time. The available provisions of preschool and primary education have great varieties throughout the length and breadth in terms of infrastructure, hours of schooling facilities, curriculum and its transaction and evaluation procedure, etc.

For a long time now, there have been strong complaints from parents and community that the school curriculum has become very heavy. ***The heavy load of curriculum is not merely physical but also one of non- comprehension resulting from the lack of understanding of some basic concepts.*** The stress and strain thus experienced by children at times hamper their normal development. A National Advisory Committee constituted by the Ministry of Human Resource Development under the Chairmanship of Prof Yashpal submitted its Report in July 1993, which drew attention of one and all towards the nature and magnitude of curriculum load on children at various stages of school education. It was followed up by another group constituted by the MHRD to examine the feasibility of implementing the recommendations of Yashpal Committee. There have been concerted efforts by educational researchers, planners and administrators to deal with the problem of curriculum load especially in the light of recommendations of the aforesaid two committees. With a view to ascertain the nature and magnitude of curriculum load on children at pre-primary and primary stages, ***a pilot study was conducted during 2000-2001 by the Department of Elementary Education on a limited sample of schools from Delhi and Haryana which provided***

very significant indicators of curriculum load, besides highlighting the factors responsible for it. The study prompted the NCERT to mount a study at the national level to explore the patterns in different parts of the country and then synthesise the outcomes so that a vital strategy could be formulated to deal with the issues pertaining to the curriculum load. Accordingly the scope of this study was spread to four other regions seeking cooperation of the Regional Institutes of Education at Ajmer, Bhopal, Bhubaneswar and Mysore. In all, six states have been represented in the present study wherein the perceptions of teachers, parents and primary stage children have been obtained using a set of common research tools among the states. The study has yielded significant conclusions helpful in delineating the process of change towards curriculum reduction. It would be pertinent to mention that the National Curriculum Framework for School Education-2000 had taken cognisance of the problem of curriculum load with regard to development of curriculum, syllabi, instructional materials, and designing teacher training programmes. The findings of the present study may prove to be useful in itself in augmenting all such ventures.

The study could be initiated and completed due to constant encouragement and guidance received from Prof. J.S. Rajput, Director, NCERT, for which we express our deep sense of gratitude. The core group, constituted from within the Department of Elementary Education has worked hard in the accomplishment of various tasks pertaining to the study, which deserves sincere appreciation. The study got unstinted academic support from the concerned principals of the RIEs and faculty members to whom the group feels highly indebted. Support of the administrative staff of DEE has also been extremely useful in production of the synthesised report of the study. Last but not the least, contributions from teachers, parents, functionaries and students involved in the study are gratefully acknowledged . The group will feel amply rewarded if the outcomes of the study help influence the policies and practices in school education to allow children enjoy their childhood and make learning joyful. Suggestions for improvement and further studies would be welcome from one and all.

New Delhi
March 15, 2002

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CHAPTER ONE

INTRODUCTION

Chapter I

INTRODUCTION

1.1 The Background

Curriculum is the most important component of school education programme. It refers to a wider spectrum and is usually understood not only in terms of formal provision of sequenced, agreed upon portion of disciplines but also pedagogical organisation, teaching learning strategies, evaluation and feedback. The quality of school programme output is evaluated in terms of the achievement of children both in scholastic and co-scholastic areas of curriculum designed for a particular stage. The concern for quality of learning has been expressed from time to time for the last five decades which is below the desired levels. It is often argued that academic burden on students, particularly at pre-primary and primary stages is one of the major reasons for this dismal picture. The debate on the problem of curriculum load has taken place in various forms, resulting into emergence of various committees and working groups, viz., Ishwar Bhai Patel Review Committee (1978), NCERT Working Group Report (1984), National Policy on Education (1986), Review Committee on the NPE, 1986 (1990), Yashpal Committee (1992) amongst others. These committees have provided several recommendations in order to reduce the academic burden on students. The National Advisory Committee set up by the Ministry of Human Resource Development under the chairmanship of Prof. Yashpal focused on the issue of curriculum load in a systematic manner. The committee was also expected to advise on the ways and means to reduce the academic burden on school students at all stages of school education. In 1993, a group was set up under the chairmanship of Shri Y.N. Chaturvedi, to examined the recommendation of the Yashpal Committee report and give its views on the feasibility of implementing them.

The curriculum load was perceived, basically in terms of the physical loa school bag and that of non-comprehension. The Committee observed that " is taught, but little is learnt or understood". Some of the excerpts of the m recommendations of Yashpal Committee with specific reference to prim education are as follows:

- **Decentralization of the curriculum process and textbook preparat** through the involvement of teachers, scientists and experts especially for lower classes.
- **Appropriate legislative and administrative measures** be adopted regulate the opening and functioning of pre-school institution. In addit norms for granting recognition to private schools be made more stringent.
- **Competitions, where individual achievement is rewarded need to discouraged** since they deprive children joyful learning. Group activ must be encouraged and regarded to give a boost to cooperative learning.
- **The nature and character of homework needs radical change.** In primary classes, children should not be given homework.
- **The existing norm for pupil teacher ratio (1:40) should be enforced** an attempt should be made to reduce it to 1:30 at least in primary classes.
- **The content of the present B.Ed. course should be restructure ensure its relevance to the changing needs of the school education making it more practicum centered.** The continuing education of teac must also be institutionalized. In service education programmes and o on-going activities aimed at professional growth of teachers be systemati designed and conducted.
- **Language textbooks should adequately reflect the spoken idiom.** attempt should be made in future textbooks to give adequate represent to children's life experiences, imaginary stories and poems, and st reflecting the lives of ordinary people in different parts of the cou Pedantic language and excessive didacticism ought to be avoided.

- **Mathematics curriculum for primary classes in all parts of the country be reviewed** with a view to slowing down the pace at which children are required to learn basic concepts and broadening the scope of Mathematics learning. **Teaching of mechanical rules at the expense of understanding and intelligence application ought to be discouraged in future syllabi and texts.**
- **Science syllabi and textbooks in the primary classes should provide greater room and necessity for experimentation then they do at present.** In place of didacticism in areas like health and sanitation, the texts should emphasize analytical reflection on real-life situations. A great deal of trivial material included in primary level science texts should be dropped.

1.3 Review of Recommendations by the Chaturvedi Committee

The Chaturvedi Committee (1993) accepted most of the recommendations made by the Yashpal Committee and gave some concrete and practical suggestions for implementing them.

Yashpal Committee	Chaturvedi Committee
• Competitions where individual achievement is rewarded need to be discouraged since they deprive children of joyful learning. However, **group activities and group achievements must be encouraged and rewarded to give a boost to cooperative learning in schools.**	• It is felt **that group activities and individual efforts are not mutually exclusive or antagonistic.** Rewarding individual achievement does not take away the joy of learning and is also a means to motivate towards higher achievement In the opinion of the group, the educational system should **promote performance of the students both as an individual and as a member of the group.**

- **Textbooks should be treated as school property and thus, there should be no need for children to purchase the books individually and carry them daily to homes.** A separate time table for the assignment of homework and for the use of textbooks and notebooks be prepared by the school and be made known to the children in advance.

- It is an extreme point of observation that textbooks should be treated as school property. Besides, the financial implications arising out of the burden on schools to purchase to textbooks and the concomitant responsibility on the schools to store the books when **most of the schools of the country do not have either the financial resources or storage** facilities, the children would be devoid of the opportunity to refer to the textbooks in their homes. **For an overwhelming majority of school students of the country, the textbooks remain as the only source of reading material.** The group recommends that the class routine for the upper primary, secondary and higher secondary stages should be drawn up in such a way that every subject is not required to be taught everyday.

1.4 Additional Issues Raised by the Chaturvedi Committee

In addition to the recommendations made by the Yashpal Committee, a few more issues and suggestions were made by the Chaturvedi Committee for considering reduction of the load of curriculum as follows:

- **At the age of 4 and 5, a difference of one year in age makes a lot of difference in the mental capability of a child.** A more mature child can easily cope with the learning requirements. **It is, therefore, desirable that the minimum age of admission to pre-primary classes and in primary classes should be reconsidered for being raised by one year.**
- The Kothari Commission recommended at least 210 teaching days in an academic year but the actual number of school days are far less than the suggested number. **Effective action to increase or maintain the number of teaching days would undoubtedly reduce substantially the daily learning load and would also improve standards.**
- In majority of the schools in the country facilities in the classrooms are quite inadequate and number of classrooms too are insufficient. Therefore, a positive movement for improving availability of classrooms and improving availability of educational aids in schools must be ensured. **It would be appropriate that the government and the school systems consider how best they can encourage such individuals and philanthropic bodies to help schools to develop.**
- An area which needs to be looked into is the qualitative improvement of professional bodies like the SCERTs, Textbook Bureaus and Boards of School Education which are primarily responsible for curriculum review, textbooks and examinations. These are the bodies which will ultimately have to reckon with the problem of load. **Under the centrally sponsored scheme of teacher education, there is a component of strengthening of SCERTs which should be taken up on a priority basis.**

Incidentally, these important recommendations and suggestions are also supported by various empirical studies (NCERT 1991 and 1996, Roy et al. 1995, Dave et al. 1998, Shukla et al. 1994, Prakash and Panda, 1996) focus on low learning attainment of the learners particularly at the primary stage across the country.

Based on the above scenario it can therefore be inferred that the curriculum load has various facets and dimensions which could be related to a variety of factors operating in different school environments. In addition, it appears that the load of non-learning or non-comprehension is the real load rather than the physical load of the heavy school bag. It, therefore, becomes imperative to study the problem of curriculum load at both the pre-primary and primary stages across the country so as to arrive at a proper diagnosis of the problem and develop appropriate strategies to deal with it in an effective manner.

1.5 Problem of the Study

There have been universal complaints for a long time about the heaviness of the backpack (i.e., school bag) of the school children, which contains their study books and related exercise books as well as the tiffin-carrier, etc. These complaints are more terse in case of the children attending pre-primary and primary classes. Although the curriculum is the foremost component of any school education programme, its appropriateness and suitability play the key role in the meaningful as well as joyful learning of children, particularly those in the tender age-group of 3 -11 years *vis-a-vis* their ongoing personality development This curriculum load is not only heavy in physical terms, but also tension producing in terms of its non-comprehensiveness with regard to certain basic concepts of a subject of study. All this puts an unbearable amount of stress causing mental and physical strain on the health and normal development of the children concerned. In India, despite several studies undertaken on this issue and consequent reforms implemented to reduce the load, the problem remains to continue perennially. It is, therefore, considered appropriate and necessary to explore various dimensions of curriculum load, its nature and factors responsible for the same as perceived by teachers, parents and children.

1.6 The Classroom in the School System

At the core of curriculum transaction is the classroom. It is an ongoing gathering of students and teachers whose purpose is teaching-learning. Although parents are also one party among the stakeholders in school education, they are not included within the boundary of the classroom, because they are not residence there. They do not appear in the class everyday, yet their presence is felt occasionally. Thus, there are three main stakeholders in the school education system. These are parent, teacher and student. Figure 1.1 depicts this fact in respect of the classroom environment.

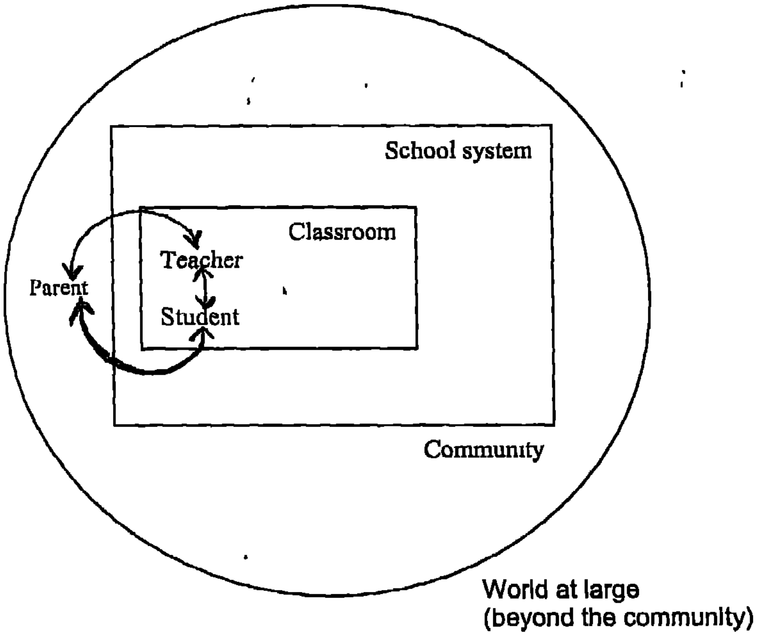

Fig. 1.1. Main stakeholders in the school system

It is the interactions between teacher and student, teacher and parent, parent and student, which help generate a climate conducive or detrimental to the harmonious development of children and their learning. Curriculum, of course, remains a core element which requires attention of each of the stakeholders. The quality of learning is greatly influenced by the transaction and its reception by children Curriculum load is experienced by children in a variety of ways which are functions of the inputs, transactions and their reception.

1.7 Curriculum Load Defined

The term curriculum refers to the total range of experiences provided to children in and outside school commensurate with the stage of development of children. Normally, a well planned curriculum should produce joy of learning and ensure learning of children both in scholastic and co-scholastic fields. In general, curriculum load is equated with the load of school bag which may be understood in physical terms as it may be difficult for the children to carry. This is a narrow meaning of the term curriculum load.

In specific terms curriculum load could be considered as something posing difficulty in the learning of children in any form whatsoever. A few situations seem worth mentioning which may help understand its meaning:

(a) The syllabi being pitched at a higher level not commensurate with children's readiness to learn or their mental development.

(b) Inappropriate textual material with heavy content, loaded vocabulary and tense presentation beyond the comprehension of children.

(c) Classroom transaction being uninteresting due to mismatch of levels of operation of teacher and children, unfamiliar vocabulary, lack of concrete examples, being presented unmethodically using inappropriate aids (or no aids at all.)

(d) Lack of 'threshold' capabilities among children due to their socio-economic lack ground or cultural deprivation being unattended in the school.

(e) Incidence of learning gaps and no efforts made to gauge them.

Situations similar to the above may challenge coping capacity of children and when they are not able to bear them out. An imbalance gets created in the psyche of children which may result into non-learning or less-learning on the one hand, and may create tension, drudgery and a sense of fear and an non-achievement among children on the other. Under such circumstances, the resultant effect on the children may be termed as curriculum load. It may have simple to severe and short range to long-range negative effects on the personality and achievement of children. The curriculum load may thus be defined operationally as under: -

"Influences of schooling that make children unable to derive its advantage rendering them unable to cope up with the tasks prescribed for them, may be termed as curriculum load."

1.8 Some factors Influencing Curriculum Load

The process of developing curriculum requires careful efforts to assess children's capabilities according to their developmental stages, socio-cultural parameters, philosophical considerations, pedagogical requirements and other such considerations besides past experiences before making any prescriptions. It is generally presumed that 'given certain minimum basic facilities/conditions, children should be able to acquire/master the stated competencies up to the desired level. Thus, certain basic facilities and support systems are taken for granted.

Curriculum load could therefore be considered in terms of impediments in achieving desired levels of performance by children. These barriers may be related to or arise due to factors associated with children's background, family environment, parental education and environment, physical facilities at home and school, distance of the school from home, difference between home language and medium of instruction, teacher's attitude, motivation and competence, etc. Within the classroom the transactional strategies adopted by the teacher, evaluation procedures, remedial instruction, comprehensibility of the textual material, etc. have a crucial role to play in increasing or lessening the curriculum load. All the factors aforesaid make a substantial impact on children's learning and inadequacies in the same way will help to determine the magnitude and extent of curriculum load experienced by children. Some of the major factors are briefly mentioned here under:

Inadequate Teaching-learning Time

The National Curriculum Framework for School Education, 2000 recommended at least 180 teaching days, during the year. But it has been observed that teachers particularly in government schools do not get even this minimum suggested time for teaching-learning because of their engagement in non-teaching tasks/activities. Besides adhering to 180 days per year, the quality of teaching-learning in terms of curriculum transaction is equally important. The teaching learning time in terms of actual instructional time (time on task) for teachers and children was also found to be inadequate particularly if the child centred approach was to be followed, which is the prime focus of all recommendations made by various committees and commissions. Absenteeism and vacancies in schools further add to the problem of inadequacy of instructional time.

Multigrade and Large Size Classrooms

A large percentage of multigrade schools (93% as per 6th All India Education Survey, NCERT) in rural and tribal areas and large size (over crowded) classrooms in urban areas (1:60 to 1:100) reduce the *opportunity time* of the learner. If a school is managed by one or two teachers with four/five primary classes (multigrade management) the time is further reduced for curriculum transaction. **This adds further to the load of unlearnt concepts in the children in subsequent classes.**

Mismatch between Concept, Presentation and Developmental level of Learners

The primary stage child being a concrete operational stage learner, requires input /information more in the form of visuals, concrete objects rather than in abstract form. However, many concepts particularly in mathematics even at primary stage are in abstract forms, which contribute to non-comprehension load.

- **Overlapping concepts in Curricular areas**

The load in curriculum could also be due to overlap and repetition of content even within the same grade across all the subject areas. Many concepts of science, social science, health and physical education are taught in a compartmentalised form, which only adds to the lengthy volume of work for the child.

- **Load of Obsolete knowledge and Non-relevance**

In recent years with the advancement of information technology and other related areas, most books are found to be ambitiously information loaded. Addition of new information without removing the obsolete/unwanted information creates burden of content for children and also leads to rote memorisation.

- **Medium of Instruction**

The medium of instruction being used in the pre-primary and primary schools is a crucial factor which has an important bearing on curriculum and its implementation. The mother tongue of the child is a natural medium of receiving and communicating information and feelings upto the primary stage. But in a multicultural and multilingual society such as ours, the issue of medium of instruction is not so simple as parents have varied expectations from schools. However, in the absence of language competence, which is used by teachers as a medium of instruction other than mother tongue leads to the problems of load in all the curricular areas. A study conducted by NCERT in 1995 on readability assessment of primary level textbooks also highlights a major problem with Mathematics and Environmental Studies, where the language readability was found to be low.

1.9 Studies in the area of Curriculum Load

The methodology and outcomes of some of the studies conducted in the area of curriculum load are summarised blow:

A study conducted by the NCERT during 1993-94 revealed that expectations of so called progressive schools in Delhi on 3 to 4 year old children during the pre-school years were very high. The expected levels of learning of 3 to 4 and 4 to 5 year old children were as follows: Alphabet recognition and writing in English as also in Hindi, counting and writing of numbers up to 20, numbers up to 50, counting and writing up to 100.

A recent survey conducted by the NCERT (2000) indicated that the syllabus of mathematics for kindergarten classes in one of the public schools included tables up to 5, number names up to 500, greater than/less than up to 500, addition and subtraction of two digit numbers. In English, the syllabus included reading difficult words, fill in the blanks, correcting sentences, gender, singular/plural, making sentences and transcription.

All the above mentioned studies highlight that the expectations are at variance with the developmental level of pre-school and primary stage children. Moreover, evidence does not support that an early start of formal instruction leads to permanent gains. On the contrary, research evidence shows that stress on formal schooling in the pre-school years has detrimental consequences later on.

Closely related to the teaching of the 3 Rs is the issue of homework. It adds to the academic burden on the child. The NCERT survey (1993-1994) also revealed that 85% schools prescribe homework. Among these 75% gave homework of formal reading and writing whereas 60% schools were practicing formal methods of pupil evaluation.

A study conducted by Gulati, (1992) on *Impact of early schooling on the health of children,* with a sample of 250 parents whose children were attending preparatory school found that 82.5% children had no time to go to toilet in the morning, 23% had loss of appetite, 18% suffered from recurrent fever, 14.7% had pain and ache in hands, back and shoulders resulting from heavy bags and excessive homework amongst other problems.

A number of studies were conducted in the seventies on various aspect of curriculum and textbooks in different subject areas. In mathematics, Karandikar (1973) found that all the mathematical concepts in the syllabi for standards II to VII except those in time and space, were in consonance with the intellectual maturity of pupils. Presentation gave no scope for concrete experience and self-effort by pupils. Chaudhri (1976), on evaluating Hindi textbooks for classes I to VIII found that children had a favourable opinion of all 8 textbooks but there was no correspondence between children's needs presented in all the textbooks and those recommended by experts. There was also no relationship between the themes presented in the textbooks and those liked by students of all eight classes. A critical analysis of the elementary school curriculum in Arunachal Pradesh (1973) also had similar findings.

1.10 Objectives of the Study

I. To explore the existing physical and infrastructual facilities and school practices pre-primary and primary schools managed by government, private bodies and Kendriya Vidyalaya Sangathan in six states.

II. To assess the nature and magnitude of curriculum load at pre-primary and primary stages in differently managed schools in the six states.

III. To study the problem of curriculum load as perceived by teachers, parents and children upto primary stage.

IV. To ascertain factors responsible for curriculum load upto primary stage in the six states.

V. To suggest ways and means to overcome problem of curriculum load at pre primary and primary stages.

1.11 Delimitations

The study has been limited in respect of its scope in terms of the connotation of the term 'curriculum load', area, method, sample and techniques employed for research. Some of the delimitations are stated below:

- The study has been delimited to six states namely Delhi, Haryana, Karnataka, Madhya Pradesh, Rajasthan and Orissa.

- The study has been designed to explore existing facilities including infrastructure facilities in schools managed by government, private agencies and KVS only.

- The study has a limited yet representative sample and is focused on the perception of teachers, parents and children of classes iv and v.

CHAPTER TWO

DESIGN OF THE STUDY

Chapter II

DESIGN OF THE STUDY

Universalisation of Elementary Education is a cherished goal in the country. Accordingly, education of children especially at the pre primary and primary stages assumes greater significance. Curriculum load at the pre-primary and primary stages of education has emerged as a matter of great concern and constitutes an important area of study in the country. The recommendations made by different committees and working groups have been examined and discussed at various fora. ***The National Curriculum Framework for School Education, 2000 has given priority to various issues pertaining to curriculum load.*** As perceptions vary about the concept of curriculum load, the issues related to it become highly contextual. In this context, the need for a research study to be conducted to ascertain various dimensions and related issues of curriculum load at the pre-primary and primary stages of education culminated into this study.

2.1 Research Questions

The study attempts to look into and seek answers to the following questions:

1 What is the ***nature and magnitude of curriculum load*** on children in pre-primary and primary classes in schools in different locations and under different managements?

2. What are the possible ***causes of curriculum*** **load** experienced by children in pre-primary and primary classes?

3 How is the ***problem of curriculum load*** perceived by parents, teachers, head teachers and children themselves?

4. What are the ***different measures*** that should be taken up to reduce the curriculum load on children in pre-primary and primary classes?

2.2 Methodology

In order to address the research questions raised above it was decided to conduct a research study at the national level. The study was planned in two phases. The first phase of the study focussed on obtaining a ***quick feedback on the perception of head teachers, teachers, parents and students with regard to various aspects related to the issue of curriculum load at the pre-primary and primary stages of education.*** The study was conducted in schools located in Delhi and the adjoining state of Haryana, and was launched in November 1999 and completed by March 2000. ***The results of the first phase of the study prompted NCERT for expanding it up to the national level.*** Hence in the second phase, the study was extended to four states, namely, Rajasthan, Madhya Pradesh, Orissa and Karnataka. The study was conducted using the same tools and procedures, which had been field-tested earlier for their reliability and validity in the first phase. The four Regional Institutes of Education (RIEs) at Ajmer, Bhopal, Bhubaneswar and Mysore were involved in the study to cover four states. Four state level reports were prepared at the RIEs, which portray the state specific patterns vis-a-vis various dimensions of the issues pertaining to curriculum load

With a view to arriving at an holistic and comprehensive assessment of the problem and in order to examine the issues at the national level, a synthesis report based on the five regional studies has been prepared. ***In the consolidated report an effort has been made to pinpoint various dimensions of curriculum load, besides identifying factors responsible for increasing the academic burden on children.*** Significant conclusions have been drawn which in turn would provide an assessment about the nature and magnitude of the problem of curriculum load as experienced by the parents, teachers, headmasters and pupils in various parts of the country. Based on the findings and conclusions derived, some suggestions have been offered for resolving the issue of curriculum load

2.3 Sample of the Study

The study has been conducted on a sample of government and privately managed schools drawn from the states of Delhi, Haryana, Karnataka, Madhya Pradesh, Orissa and Rajasthan***. 'From the selected six states, schools with pre-primary and primary classes were identified Parents and teachers were also included in the final sample. Some children studying in the primary classes also constituted a part of the total sample. The study was conducted during 2000-01. The sample of the study covered 134 pre-primary centres and 151 primary schools, 233 pre-primary teachers, 361 primary teachers, 311 parents of the pre-primary children, 408 parents of primary school children and 456 children studying in classes III to V A composite sampling frame providing details of respondents of various categories is presented below.

a) Sample of Schools/Angawadis

The study was conducted on a sample of urban and rural schools representing both Government and Private managed bodies In addition, Anganwadis and Kendriya Vidyalayas were also included in the sample for the study A total of 134 pre-primary schools and 151 primary schools comprised the sample. The distribution of the sample of schools and Anganwadis across the states is presented in Table 2 1 and 2 2

Table 2.1
Sample of Pre-Primary Schools/Anganwadis

States/Districts	Urban		Rural		Pre-primary school/ Angawadi	Total
	Govt.	Private	Govt.	Private		
Delhi & Haryana (Delhi City & Gurgaon)	12	9	-	-	-	**21**
Rajasthan (Ajmer)	-	22	-	3	2	**27**
Karnataka (Mysore)	-	14	-	6	13	**33**
Madhya Pradesh (Bhopal)	-	9	-	4	8	**21**
Orissa (Bhubaneswar)	-	11	-	1	20	**32**
Total	**12**	**65**	**-**	**14**	**43**	**134**

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* The data from the states of Delhi and Haryana has been collected from cluster of schools spread on contiguous range hence shown together

It is evident from the Table 2 1 that in the sample at the pre-primary stage about 60 per cent private schools were selected and the remaining 40 per cent included a sizeable number of Anganwadis and government schools. This is due to the fact that most of the Government schools do not have pre-primary sections except in the State of Delhi

Table 2.2

Sample of Primary Schools

States/Districts	Urban		Rural		K.V.S.	Total
	Govt.	Private	Govt.	Private		
Delhi & Haryana (Delhi City & Gurgaon)	17	10	-	-	5	32
Rajasthan (Ajmer)	8	10	7	3	2	30
Karnataka (Mysore)	6	7	8	5	3	29
Madhya Pradesh (Bhopal)	3	8	9	1	2	23
Orissa (Bhubaneswar)	11*	8	18*	-	-	37
Total	45	43	42	9	12	151

* Including K.V.S. Schools

In Table 2 2 the number of primary schools in sample were 151. Out of these 88 were urban, 51 rural and 12 Kendriya Vidyalayas.

b) Sample of Teachers

At the pre-primary stage 209 teachers and 24 Anganwadi workers were interviewed and their perception on various aspects pertaining to curriculum load were recorded At the primary stage, majority of the teachers (about 70 per cent) was from the Government sector and the remaining (about 30 per cent) belonged to the privately managed schools The distribution of teachers included in the sample at pre-primary and primary stages is given in tables 2.3 and 2 4 respectively

Table 2.3

Sample of Teachers at the Pre-Primary Stage

States/Districts	Urban		Rural		Pre-school/ Anganwadi	Total
	Govt.	Private	Govt.	Private		
Delhi & Haryana (Delhi City & Gurgaon)	32**	-	-	-	-	**32**
Rajasthan (Ajmer)	-	60	-	7	2	**69**
Karnataka (Mysore)	-	30	-	6	10	**46**
Madhya Pradesh (Bhopal)	-	17	-	8	12	**37**
Orissa (Bhubaneswar)	-	36*	-	13*	-	**49**
Total	**32**	**143**	-	**34**	**24**	**233**

*** Include Anganwadi teachers**
**** Include Urban Govt. and Private Teachers**

Table 2.4

Sample of Teachers at the Primary Stage

States/Districts	Urban		Rural		K.V.S.	Total
	Govt.	Private	Govt.	Private		
Delhi & Haryana (Delhi City & Gurgaon)	38	22	-	-	12	**72**
Rajasthan (Ajmer)	24	29	21	9	6	**89**
Karnataka (Mysore)	31	13	10	3	7	**64**
Madhya Pradesh (Bhopal)	12	20	16	2	2	**52**
Orissa (Bhubaneswar)	41*	-	43**	-	-	**84**
Total	**146**	**84**	**90**	**14**	**27**	**361**

*** Include Govt., Private and K.V.S. school (Urban)**
**** Include Govt., Private and K.V.S. school (Rurals)**

It may be noted from the tables that a sample of teachers covered was 594 out of which rural teachers comprised 40 per cent of the total sample.

c) Sample of Parents

Parental perceptions were obtained from the parents of both pre-primary and primary children The distribution of parents of pre-primary and primary children in the total sample has been presented in tables 2.5 and 2.6

Table 2.5

Sample of Parents of children at the Pre-Primary Stage

States/Districts	Urban		Rural		Anganwadi	Total
	Govt.	Private	Govt.	Private		
Delhi & Haryana (Gurgaon & Delhi)	35*	-	-	-	-	35
Rajasthan (Ajmer)	-	60	-	7	5	72
Karnataka (Mysore)	-	37	-	10	16	63
Madhya Pradesh (Bhopal)	-	9	-	9	29	47
Orissa (Bhubaneswar)	-	59*	-	35*	-	94
Total	35	165	-	61	50	311

* Include the Anganwadi Students' parents also

Table 2.6

Sample of the parents of children at the Primary Stage

States/Districts	Urban		Rural		KVS	Total
	Govt.	Private	Govt.	Private		
Delhi & Haryana (Gurgaon & Delhi)	30	22	-	-	10	62
Rajasthan (Ajmer)	23	28	21	9	6	87
Karnataka (Mysore)	21	18	12	6	6	63
Madhya Pradesh (Bhopal)	32	19	26	3	-	80
Orissa (Bhubaneswar)	54*	-	62**	-	-	116
Total	160	87	121	18	22	408

* Include Govt., Private and K.V.S. school (urban)
** Include Govt., Private and K.V.S. school (Rural)

A scrutiny of the above tables reveals that ***a total number of 311 parents responded to the problem of curriculum load at the pre-primary stage and 408 parents were interviewed for obtaining their perceptions about the problem of curriculum load at the primary stage.*** Amongst them the views of 226 parents were obtained about pre-primary education in private schools, 50 parents were interviewed for their wards in Anganwadis whereas 35 parents provided their views about pre-primary education in the Government sector. Besides these, 498 parents including 22 parents of K V.S students gave their views about the problem of curriculum load in primary schools

d) Sample of Primary Children

It was decided to collect views of children on various aspects of curriculum load through interviews In all 456 children studying in primary schools were interviewed The distribution of the children interviewed is given in table 2.7

Table 2.7

Sample of Children at the Primary Stage

States/Districts	Urban		Rural		KVS	Total
	Govt.	Private	Govt.	Private		
Delhi & Haryana (Delhi City & Gurgaon)	40	25	-	-	15	**80**
Rajasthan (Ajmer)	24	30	21	9	6	**90**
Karnataka (Mysore)	15	12	24	10	6	**67**
Madhya Pradesh (Bhopal)	9	24	27	8	4	**72**
Orissa (Bhubaneswar)	75*	-	72**	-	-	**147**
Total	**163**	**91**	**144**	**27**	**31**	**456**

*** Include Govt., Private and K.V.S. school (urban)**
**** Include Govt., Private and K.V.S. school (Rural)**

Table 2.7 reveals that 338 children belonged to Government schools including 31 from K V S. Views of 118 students studying in Private institutions were also obtained ***It needs to be mentioned here that these students belonged to classes III to V and that they were interviewed in a very friendly way using simple questions in a straight forward manner.***

2.4 Tools used for the Study

In order to achieve the objectives of the study at both the stages (pre-primary and primary), two separate sets of tools were prepared for the purpose of data collection Each set contained ***a school information sheet*** and ***separate interview schedules for teachers and parents including an observation proforma for each category of schools***. An interview schedule for students at the primary stage was also developed for eliciting their views on various aspects pertaining to the issue of curriculum load. These tools were initially tried out in schools of Delhi and Haryana and their reliability was thus ascertained. ***These***

tools were designed and devised in such a way so that the data both in a qualitative and quantitative form could be obtained. The tools were originally developed in Hindi and subsequently translated into Oriya and Kannad. In all seven research tools were developed. There are mentioned below:

1. School Information Sheet (Pre-primary)
2. Interview Schedule for Teachers (Pre-primary)
3. Interview Schedule for Parents (Pre-primary)
4. School Information Sheet (Primary)
5. Interview Schedule for Teachers (Primary)
6. Interview Schedule for Parents (Primary)
7. Interview Schedule for Children (Primary)

A copy of the set of research tools has been appended in Appendix I.

2.5 Procedure of the Study

For conducting the study, a core research team comprising five faculty members was constituted. The study was conducted by the core team in the States of Delhi and Haryana The core group was also involved in preparing the report of the study conducted. Further, the study was extended to four RIEs, at Ajmer, Bhopal, Bhubaneswar, and Mysore from where one faculty member each was co-opted at the regional level They were provided assistance of two qualified working/retired teachers/teacher-educators who helped them in collection and organization of data and development of the draft reports at the regional level. It may be noted that a common set of tools was used in all the six states. The state level draft reports were discussed in a workshop in Delhi and finalized after a series of intensive discussions along with the core team. ***The list of core team and co-opted members from the NIE and RIEs, has been provided in Appendix II.***

Based on the regional reports, a framework of the National report was evolved in the workshop held in March, 2001. The core team then worked on the synthesis of the state reports so as to present a consolidated picture at the national level identifying commonalties and differences on various aspects of the problem of the curriculum load The study yielded important findings and recommendations that would provide a direction in dealing with the problem of curriculum load in its various dimensions at both the pre-primary and primary stages of education.

CHAPTER THREE

CURRICULUM LOAD AT THE PRE-PRIMARY STAGE

Chapter III

CURRICULUM LOAD AT THE PRE-PRIMARY STAGE

Curriculum load cannot be visualized in isolation for each sub stage. It has vertical links with higher stages. The load at curriculum of pre-primary is therefore determined by the expectations form the child of higher stages of school education. That is why the issue of curriculum load has to be addressed in relation to other stages and not in isolation. To reduce the load of curriculum, contents and method on each sub-stage will have to be looked into. In this chapter the issue of curriculum load at pre-primary stage has been dealt alongwith various pressure points that build on to the existing load on the children. The factors that have been analyzed in the context of curriculum load at the pre-primary stage are:

- Physical facilities
- Distance between school and home
- Admission procedures
- (Curriculum) contents appropriateness
- Method used, training of teachers
- Evaluation procedures
- Homework, and
- Home-school partnership

A set of tools for the study at pre-primary stage was developed, which Included School Information Proforma, Teachers/HMs Interview Schedule, Parents Interview Schedule The study was conducted covering both rural as well as urban schools, in all the states of the study. The sample of pre-schools taken in the study in different states is shown in the earlier section of the report

3.1 Discussion of results of the Study

Based on the responses form teachers, parents and observation of schools in urban and rural areas various dimensions of curriculum load on children of pre-primary stage have been analyzed on the basis of available data from the states. The details are as follows:

3.1.1 Infrastructural facilities

Infrastructural facilities in pre-primay schools/centres adds an important dimension to quality of programme at this level. It is because the programme at this stage is completely dependent upon the facilities and play material available for children. The formal instructions are not expected at this stage. In the absence of facilities and related play material for fostering the growth and over all development of children for various activities in the areas of social development, congnitive development, language development, physical-mtor development and creativity development, the programme of pre-school will remain nothing but a burden and boring to young children. The facilities have been assessed in terms of availability of out door space (play ground), drinking water, toilet and play materials. The situation with regard to these facilities in states is presented in the table below.

Table 3.1: Infrastructural facilities available in pre-schools (in %)

States	Play ground	Drinking water	Toilet-	TLM	Play material
Delhi	-	-	4	54	54
Karnataka	79	76	6	76	76
M.P	67	86	80	86	57
Orissa	53	56	34	66	60
Rajasthan	96	100	100	92	92

It appears that majority of schools in all the states have the facility of play ground, drinking water, toilet and play materials and teaching learning material to a lesser or greater extent. However, during observation it was found that the use of available facilities especially of out door play space and play and learning material was minimal. In Delhi, availability of play material and learning material in government schools (MCD/NDMC) was almost negligible in terms of swings, sand play, building blocks, puppets etc. Similar were the situations in other states.' It was found that the material resource and play equipment were available in many public schools but the use of these materials and equipment was found restricted either because of more emphasis on teaching of 3 R's or absence of material to suit different age group children.

3.1.2 Duration of pre-primary education

The duration of pre primary education varies among the states and within the state. The duration of 2 to 3 years is common to all states. However in MCD/NDMC schools of Delhi it is of one year duration only. The state wise differences are shown through the table below.

Table 3.2: Duration of pre-school education (in %)

States	One year duration	Two year duration	Three year duration
Delhi	43	57	-
Karnataka	*	*	*
M.P.	-	19	81
Orissa	-	75	25
Rajasthan	-	48	52

* In government schools duration of pre-school has been found 1 – 4 years, while in public school there is 3 years' pre-school.

The table indicates that except in Delhi all other states have the duration of pre-school education either of two year or three year. In Delhi 43% pre-primary schools mainly NDMC/MCD schools have only one year pre-school education. In Madhya Pradesh large number of pre-school (81%) have indicated the duration to be three years. Similarly in Rajasthan more than half of the sample schools have duration of three years. This may be due to the fact that either children start attending Anganwadis (AWs) early or attend pre-nursery classes.

It was revealed that pre-schools remained open for 6 days a week in all the sample states under study. However in public schools pre-schools closed on second and fourth Saturdays.

3.1.3 Working Hours

The Daily working hours of pre-schools vary within each state and form state to state as is evident from the following table.

Table 3.3: Daily Working hours of Pre-schools

States	Working hours
Delhi	3 hours 45 minutes to 4 hours 45 minutes
Karnataka	4 to 6 hours
M.P.	1 ½ hours to 5 ½ hours
Orissa	3 to 5 hours
Rajasthan	4 to 5 hours

The trend observed with regard to daily duration was that pre-school education in anganwadis/rural schools was organized for about three hours, where as in urban private and public schools daily duration was found to be 5 hours or more.

3.1.4 Teacher Pupil Ratio

Great variations are observed in terms of teacher pupil ratio from state to state and between Government and private schools across the states.

In Delhi the teacher pupil ratio was found to be 1:33 where as in Karnataka it was 1:50. In Orissa for Government schools it was 1:26 and private/public schools it was 1:23. In Rajasthan the ratio is 1:40 to 1:50. In Missionary schools and other private/public school it ranges from 1:11 to 1:58. It can be inferred that large numbers of pre-schools have pupil teacher ratio greater than the specified norm of 1:20.

3.1.5 The Class Size

As the teacher pupil ratio exceeds the norms, the class size also in large majority of cases exceeds the specified norms of 20-25 children per section/class. In Delhi the average class size was 43 for public schools and 40 for Government schools. For Karnataka it was 40 and 50 respectively for private and Government Schools. In other states also the class size appears to be more than the specified norms.

3.1.6 Age of Admission

For age of Admission in pre-school there has been a great flexibility form state to state and within the state and between rural/urban areas. The age of admission as reported by the states is shown below for private and government schools in different states.

Table 3.4: Age of Admission

States	Private School	Government School
Delhi	3+	4+
Karnataka	2+ (20%) 3+ (80%)	3+
M.P.	2+ (27%) 3+ (63%) 4+ (10%)	2 to 3 years
Orissa	3+	3+
Rajasthan	2 to 3 years (60% schools) 3 to 4 years (40% schools	2 to 3 years

It indicates that many children get admitted between the age of 2 to 3 years. In majority of cases children enrolled in Pre-school are in the age group of 3 to 4 years. Very few children are admitted at 4+ i.e. 10% in Madhya Pradesh and all children in Government schools in Delhi.

3.1.7 Procedure of Admission

The admission pressure in Delhi necessitates schools to adopt some admission criteria to reduce the rush. In most of the schools verbal test are conducted and parents interviews are held. A few schools also conduct written tests. In few schools also conduct written tests. In few cases considerations other than academic were also found in practice govt. schools however, follow lottery system. Similar trends regarding procedures followed have been found in Karnataka and M.P. In Orissa, 75% rural and 25% urban children were admitted without any specified procedure. 25% rural schools and 75% urban schools conduct interviews with parents before admitting children in pre-school. About 53% urban schools conducted oral test for children followed by parent's interviews and 33% also resorted to written test. In Rajasthan there was no definite procedure found for admission in Government schools other than the consideration of age. In private schools oral questions were asked from children and parents were interviewed.

3.1.8 Distance Traveled

In Delhi the average distance covered by children in NDMC schools ranged from 1.8 km to 3 km.. For MCD schools the average distance covered 2.3 km. to 8 km. The average distance covered in public schools ranged from 7.5 km. to 15 km. In Karnataka the distance covered by children in Government schools ranged from 1 km to 1.5 km where as in public schools this distance was 1 km. to 15 km. In M.P. the distance covered by children in rural areas is upto 2 km but in urban areas it was upto 10km. In Orissa 41.7% rural pre-schools and 40% urban pre-schools were close to the place of residence of children. However 45% children in urban areas cover a distance ranging from 4 km. to 10 km. In Rajasthan the distance covered by children was not more than 2 kms. In rural schools. However, in private urban schools children have to travel 4 km on an average.

3.1.9 Medium of Instruction

In most of the schools in Delhi the medium of instruction was Hindi, while 10% schools had English as medium of instruction. All the public schools have

English as medium of instruction and some of them have English and Hindi both. In Karnataka, Kannada was the medium of instruction in Governement schools and English in public schools. In M.P. out of 10 rural pre-schools 7 had Hindi as memdium of instruction and 3 used both Hindi and English as medium of instruction. In urban pre-primary schools out of 11 schools, Hindi was medium of instruction in 4 pre-primary schools and remaining were having either English or Hindi and English both as medium of instruction. In Orissa 40% schools in urban areas had English as medium of instruction whereas remaining schools in urban areas and all schools in rural areas had Oriya as medium of instruction. Similarly in Rajasthan 14 pre-school had Hindi as medium of instruction and 10 schools were having Hindi and English both as medium of instruction.

3.1.10 Pre-school Curriculum

In Delhi, in most of the public schools the syllabus is prescribed by the management. In MCD/NDMC schools no book is prescribed for children. However children were found to possess 2-3 books, may be due to parents enthusiasm and child's imitation of elder children. The situation with reference to number of books in public schools is alarming where one can find children carrying books ranging in number from 4 to 11.

In Karnataka children can be seen with slates in Government schools where as public schools provide 5 to 12 books for studies. In M.P. it has been observed that majority of schools nearly two third of schools, have regular formal teaching in pre-schools. For remaining one-third schools it has been reported that informal pre-school proramme or play-way methods were adopted. Except Anganwadis all pre-primary schools demanded children to come to school with school bags, books, note books and pencil box. Inspection of children bag revealed that there were 4 to 7 books and 3 to 7 note books found in the bags of both rural and urban pre-school children.

In Orissa it has been revealed that 80% children in urban areas and 62% children in rural areas carry bags with them. In urban areas the bag of a pre-school child generally contains, rhyme book, English and Mathematics home task and class work copies, pencil box, school diary, tiffin box, water bottle, slate with pencil, hand writing copybook, coloured picture book. The bag of rural pre-school child generally contains-slate-chalk, plain paper, pencil and in some cases picture books. Teaching was formal and with traditional methods. Subjects taught were Arithmetic, Language and Environmental Studies.

The activities in Arithmetic included counting with the help of flowers, fingers, seeds, leaves, teaching number orally, counting upto 100 and writing the numbers on blackboard. In language practice of alphabets, learning through story books were common. The Environmental Studies included activities like naming fruits, vegetables, birds, showing picture, drawing figures on blackboard and nature walk. In Rajasthan it has been reported that all pre-schools teach 3 R's in formal manner and teaching is done in groups.

3.1.11 Play and Learning Material

In Delhi majority of public schools were found to have play and learning material in terms of songs, sand play, building blocks, puppets etc. while NDMC/MCD schools were found to be poorly equipped with play & learning material. Similar trends were revealed in the Karnataka study. In M.P. some rural pre-schools were seen with some charts, balls and locally made cricket sets. However in most of the schools in rural areas and urban slum there was no item worth the name toys and play material. In public schools there were items like toy car, toy cycle, soft toys and clay toys. In Orissa the trend continued to be observed was that in urban pre-schools especially public schools there were big and small toys, cricket balls, ring balls different colour boxes, drawing charts, small cycle, counting instrument (abacus), ludo boards, skipping ropes, balloons, dolls, charts of birds, animals and vegetables. In 20% urban schools no material was found. In rural Orissa about 60% did not have any material for play or learning. However, in 40% pre-schools, some items like charts, dolls, toys, rubber balls etc were found. In Rajasthan almost in all the schools availability of some kind of teaching and learning material has been reported.

3.1.12 Teachers' Profile

Most of the teachers in Government schools in Delhi were trained while in public school about 20% teachers were found untrained. Teachers were mostly higher secondary pass or graduate. In Karnataka some teachers were reported to be untrained in public schools and most of the teacher were secondary or senior secondary pass. In M.P. 50% teachers in rural areas and 40% teachers in urban areas were reported to be untrained. Rest were found trained with one/two years training or 3 months training under ICDS. In Orissa out of 13 rural teachers in the sample 8 were higher secondary pass and 5 were under metric. In urban areas of 36 teachers in the sample, nearly 26 teachers were graduates or Post Graduate, 7 were higher secondary and 3 were below metric. In Rajasthan 69 teaches were interviewed out of that, 52 were graduates or Post Graduates. Rest were higher secondary or below. There were only 16 nursery trained teachers, 32 were untrained and 20 were either B.Ed or STC trained. It can be inferred from the above that large number of teachers were either untrained or not trained in pre-school education.

3.1.13 Perception of Teachers about Curriculum Load

In Delhi, the load of the bag was not a problem in MCD/NNMC schools. However in public schools it was considered to be a problem as the bag was found heavy in many cases. Similarly in Karnataka the observation made was that majority of the teachers from Government schools do not find the problem of curriculum load at this stage. But, more than 30% private/public schools expressed their concern about the heavy load of curriculum on children at this tender age. The blame is however put on parents as they expect too much from the children without understanding the age and level specific needs of children. The pressure from private publisher to introduced books for young children adds to the load of curriculum, was the opinion of the teachers. In Madhya Pradesh out of 37 teachers interviewed only 1 teachers in rural area and 3 teachers in urban area did not agree to the idea that curriculum at pre-school is over loaded. In Orissa 38.5% teachers in rural areas and 36.1% in urban areas perceived the curriculum as heavy for young children. Other did not perceived any load on children. In Rajasthan 33.3% teachers i.e. 17 out of 51 teachers felt that the curriculum is overloaded, remaining 66.6% did not feel any load on children.

The trend shows that there are teachers, mostly is urban private and public schools, expressing their concern about curriculum load at pre-primary stage. Majority of rural teachers did not perceive load of any kind.

3.1.14 Organization of Different Activities

Organization of activities is generally done in large group. The small group activities are rarely seen. The individualized and need specific activities are also seldom done Most of the pre-schools conduct large group activities and use formal method of teaching. This is true for 90% rural/urban pre-schools in all the states. Though most of states have mentioned that individual attention is paid but due to lack of variety of material for different needs of children including those who have delayed development in specific areas and due to lack of planning exercise there was a felt need to organize activities to cater to different developmental needs of each child.

3.1.15 Homework

The information regarding homework was collected from teachers as well as parents. The practice of homework has its approval from home as well as from the pre-school It has been the observation of teachers in general that home work is given because parents demand it. The demand from parents has its genesis in their perception of pre-school education at par with formal instruction of 3 Rs. The extent of practice and nature of homework as per the responses received from teacher are shown through the following table.

Table 3.5 : Pre-schools assigning homework

States	% of Schools giving Homework
Delhi	85.5
Karnataka	80%
M.P.	80%
Orissa	74%
Rajasthan	96%
Average	83%

If all the states taken together the Homework is given by 83% schools on an average, ranging from 74% in Orissa to 96% in Rajasthan. The kind of Homework given is highlighted through the following table.

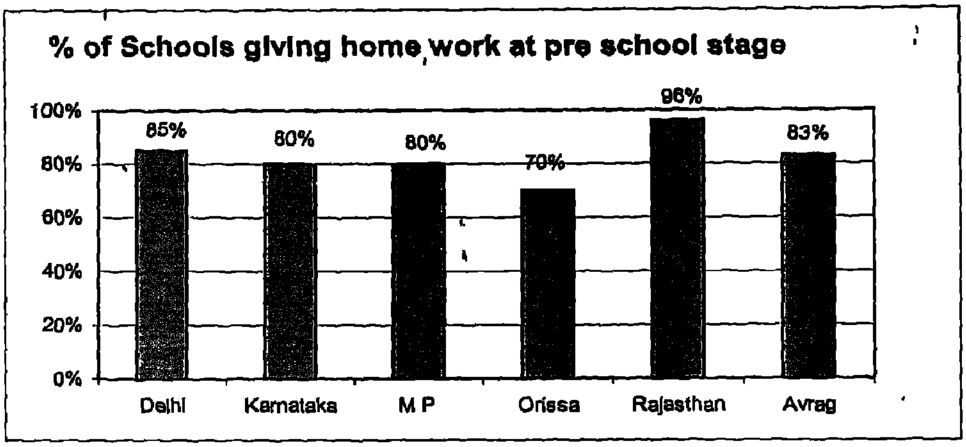
Table 3.6: Kind of Homework and Time needed for Completion

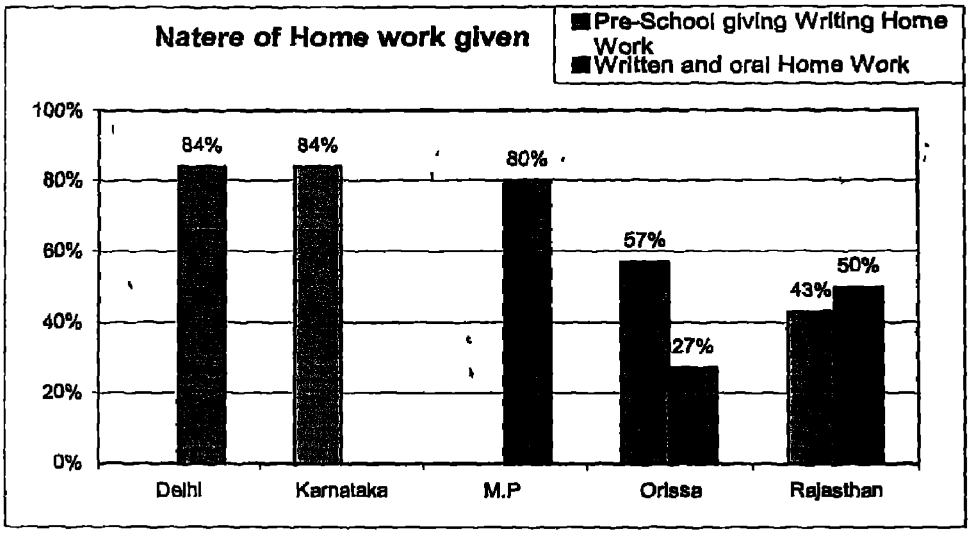
States	% of Schools giving writing Homework only	% of Schools giving written and oral both	Time needed for Homework
Delhi	-	84%	1 hour
Karnataka	84%	-	½ to 3 hour
M.P.	-	80%	½ to 2 hour
Orissa	57%	27%	½ to 1 hour
Rajasthan	43%	50%	½ to 3 hour

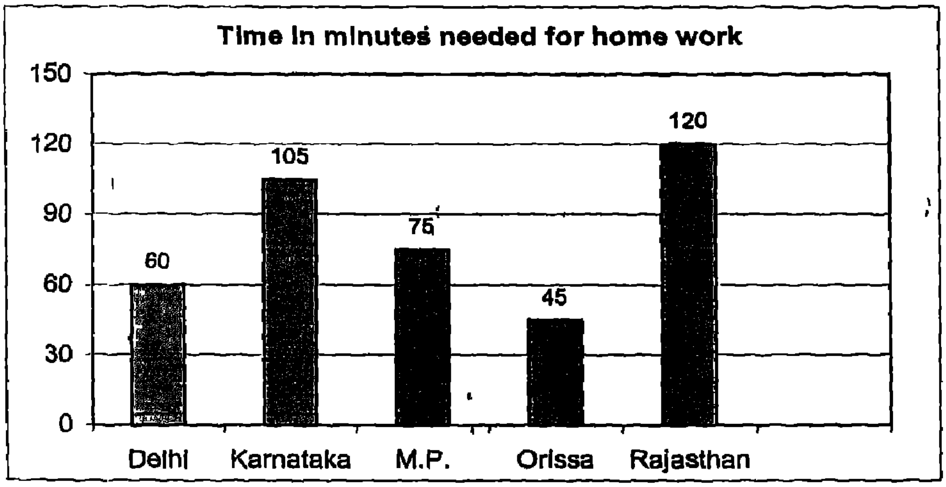
It is evident that both written and oral homework is given to children mostly in 3 R's. The time required to complete the homework ranges form ½ hour to 3 hours across schools and states.

In Delhi, in some public schools, in addition in regular homework, holiday homework is also prescribed in the syllabus itself. The homework given was as follows:

Mathematics : Learn counting up to 200. Learn spelling of words one to five


% of Schools giving home work at pre school stage
100%
80%
60%
40%
20%
0%
85%
80%
80%
70%
96%
83%
Delhi
Karnataka
M P
Orissa
Rajasthan
Avrag


Natere of Home work given
Pre-School giving Writing Home Work
Written and oral Home Work
100%
80%
60%
40%
20%
0%
84%
84%
80%
57%
27%
43%
50%
Delhi
Karnataka
M.P
Orissa
Rajasthan


Time in minutes needed for home work
150
120
90
60
30
0
60
105
75
45
120
Delhi
Karnataka
M.P.
Orissa
Rajasthan

English : Learn and read spelling from pages 6 – 9 of Play Way English Primary.
Hindi : Read and learn spelling of page 3 and 4 and do exercises upto page 16 of Deepak Sulekh Mala No-2

Besides the holiday homework the regular homework relates to reading and writing A to Z, counting upto 100, colouring, matching and the repeat of classwork for 1 hour at home.

The perception of teachers in Karnataka about homework has been that homework is given at the insistence of parents. Parents appreciate schools and teachers when lot of homework on formal learning is given. To earn a good name and complete with other good schools a lot of homework is given to pre-school children.

In M P. except Anganwadi and Balwadis workers every other teacher assigned homework to pre-school children. The homework is usually the repetition of days work at school.

In Orissa almost all the public schools give homework for ½ hour to 1 hour duration mainly on the areas of counting numbers, identifying figures of different alphabets, practicing alphabets with pencil, reading comprehension, memorizing, rhymes, recitation, writing and number work. Urban children get lot of homework in comparison to rural children. In Rajasthan children get homework both written and oral for one hour, in almost all the schools. With regard to evaluation of homework majority of teachers have opined that they do evaluation on daily basis. This is true for all the rural teachers in Karnataka and M.P.; 95% teachers in urban Orissa; 65% teachers in urban Rjasthan and 44% teachers in Delhi. Others have weekly or monthly evaluation of homework. The homework mainly relates to 3R's. However in Orissa assessing skills in dancing, singing, recitation rhymes etc. have been reported.

3.1.16 Parental Perception about Homework

The responses of parents on a query "whether homework is necessary" revealed that overwhelming number of parents felt homework as necessary, as the following table suggests.

Table 3.7: Percent of Parents in favour of Homework

States	% of parents saying yes
Delhi	87
Karnataka	70
M P.	92
Orissa	NA
Rajasthan	90
Average	85

Nearly 85% parents out of 217 interviewed in all the states had opined that homework is necessary. Parents have not only approved the homework, they have even suggested that it should be for a duration of ranging from ½ an hour to 2 hours.

The completion of homework is generally done with the assistance of parents as home task is predominantly a urban phenomenon and parents in urban area are comparatively more conscious about child's education. In Orissa the findings reveal that 60% parents assist their children in doing homework assigned by the school. Although all parents have favoured homework for children at nursery stage they have also shown certain reservations and suggested that

- *there should be less homework*
- *the homework should be oral rather than written*
- *the homework should be such that it could be handled by the learner independently without much assistance from parents*
- *there should be less text-book based tasks*
- *creativity oriented tasks be assigned*

Some parents also reported that children do not get adjusted in pre-school because of fear psychosis. They were found afraid of regularity and punctuality enforced on them.

3.1.17 Parental satisfaction on different aspects of Pre-school Education

The responses of parents regarding their satisfaction about school timings, transport facilities, physical load of child's bag, hygienic conditions, mid day meal and learning/play material have been assessed and presented through the table below:

Table 3.8: Parent satisfaction on different aspects of Pre-School Education

State	Satisfaction on Various Aspects No. of Parents											
	School timings		Transport facility		Physical load of bag		Hygienic Conditions		Mid-day meal		Teaching-learning material	
	S	NS	S	NS	S	NS	S	NS	S	NS	S	NS
Delhi	29	6	32	3	33	2	34	1	18	0	35	0
Karnataka	49	14	52	11	29	34	49	14	14	12	53	10
M P.	47	0	44	3	28	19	34	13	NA	NA	38	9
Rajasthan	71	1	60	12	53	19	59	12	NA	NA	64	8
Orissa	92	2	78	16	71	21	65	29	18	76	89	5
Total	288	23	266	45	214	95	214	69	50	88	279	32

S = Satisfied, NS = Not Satisfied

Out of 311 parents interviewed only 23 (7.7%) were not satisfied about the school timings, rest 288 (92.3%, parents were satisfied. About transport facilities there were a little more number of parents who were dissatisfied i.e. 45 (14.5%). Rest 266 parents (85.5%) had no difficulty. The number of parents having dissatisfaction about the load of school bag increased to 95 (i.e 35.5%). Rest 64.5% parents had no dissatisfaction with regards to load of school bag of nursery child. With regards to hygienic conditions in school, 69 (22%) parents were unhappy and remaining 78% had no dissatisfaction.

The satisfaction level regarding mid-day meal and its distribution was only 36.2%. 63.8% parents were not satisfied with mid-day meal quality. Regarding teaching-learning and play material 90% parents were satisfied against 10% who had shown dissatisfaction.

The dissatisfaction level of parents on various aspect on increasing order as follows:

1. School timings
2. Teaching/play and learning material availability
3. Transport facilities
4. Hygienic conditions in schools
5. Load of school bag
6. Mid-day meal

The greatest dissatisfaction among parents, out of six aspects, was about the mid day meat and heavy load of school bag of nursery children.

State wise variations reveal that the greatest dissatisfaction about the heavy school bag has been shown by the parents in Karnataka and Madhya Pradesh. The dissatisfaction about mid-day meal and hygiene was highest in Orissa, as the facility of mid-day meal was not available in the sample schools.

CHAPTER FOUR

CURRICULUM LOAD AT THE PRIMARY STAGE

Chapter IV

CURRICULUM LOAD AT THE PRIMARY STAGE

The study of curriculum load on children in primary schools of six states examined the issues pertaining to curriculum load on the basis of the perceptions of teachers, head masters, parents and children of classes III to V. The study provided a fresh look on this problem to understand its nature and magnitude.

The issue was examined under the following indicators:

- Physical facilities
- Admission procedure
- Availability of instructional time
- Class size
- Teacher-pupil ratio
- Home work
- Medium of instruction/comprehensibility of language
- Teacher's professional competence
- Transactional strategies
- Preparation and use of teaching aids and
- Pupil evaluation

The sample size of the study comprised 151 primary schools from 6 states. The types of schools in the study included Govt. schools, Public schools (Private) and Kendriya Vidyalayas The results of the study and major findings are discussed below.

4.1 Discussion of Results and Major Findings

a) The School Profile

The duration of primary education programme among all the participating states was observed to be of five years duration viz classes I to V. In all the schools morning assembly used to held as a routine practice for holding prayer and other activities such as singing National Song, P T., quotations reading, current news display, general knowledge talks etc.

Majority of Government school children attend schools by way of walking on foot from their homes It was observed that in most of the cases the distance was within one to two kilometers. However in limited number of cases the parents had made their own arrangements for sending children to school located far away from their homes. But in case of private schools as well as K.V.S , children had to travel a distance of 5 to 10 km to reach the schools. The mode of transport used included bicycle, rickshaw/auto rickshaw, school bus etc. In few cases children were attending schools from a distance of 15 to 25 km by using public transport facilities. The data collected from the states revealed that children studying in rural Govt. schools and private schools often cover less distance to reach the school than their urban counterparts The overall response of parents, teachers and students regarding transportation facilities was found to be satisfactory. In their opinion schools were within their easy reach in majority of cases.

For admission of children in Class I, almost all the states were found following a uniform eligibility procedure of age limit. Children are admitted in class I, in govt schools on the criteria of age in all the states which is 5 years and above At places where the number of children was more, lottery system was in practice for admission in Govt. Schools In private schools of urban areas, admission practices comprised interviews of parents, oral tests as well as written tests of children. Majority of these schools promote pre-primary stage children to class I, but for admitting additional children, the above stated practices were adopted Kendriya Vidyalaya Sangathan follow their own rules for admission to class I. Parents take all measures in preparing their wards for admission in class I. Educated parents get counseling to guide their wards themselves whereas other arrange for tuition/coaching. The admission criteria can further be specified by citing details of practices followed by the schools The weightage of parents' interview and children's tests, very from school to school and from state to state and importance of each type of practice also varies significantly.

As far as school timings and duration of functioning of schools is concerned, the schools in all the states function for 5 to 6 hours duration. In some of the states they operate whole day beginning from 10 am to 4 pm whereas in other cases it is morning and evening shifts

The number of working days for schools in a year was found in the range of 210 days to 235 days and out of these days 10 to 20% days were reported as non-teaching days.

The blackboard facility was found to exist almost in all the schools but in some states about 10 to 30 percent blackboards were unusable and thus may be treated as not available.

The playgrounds were seen in majority of schools but play equipment in many cases was not available. At other places it was there but not in usable condition. Such situations in the schools contribute in making a dull environment for the learners.

Drinking water facility in 30% rural schools of M.P. and Orissa and 50% schools of Rajasthan was not available, but in urban schools this facility was available in all the states

Toilet facility in 50% of Orissa's both rural and urban schools was not available whereas in other states it was available but separate toilets for girls were not there in most of the schools.

b) Teachers Profile

Teachers play a very important role in the education of primary stage. There can be no substitute for the teacher particularly at the primary stage of education. Teacher's attitude towards children, his level of motivation, interest, commitment, knowledge and skills etc contribute in improvement of the quality of education. Keeping in view the importance and crucial role of the teacher, it was planned to seek their cooperation in the investigation of the problem and possible solution. The profile of teachers is presented below:

- At primary stage majority of teachers were found to be trained and even higher qualified than required The number of untrained teachers was more in M.P. (30%) and Karnataka (25%) whereas in Orissa and Rajasthan it was 10% of the total strength. Their teaching experience ranged from 1 to 30 years. In this range 30% of teachers were in the category of 1 to 5 years of experience and other 70% have 6 to 30 years of experience.
- The teacher-pupil ratio was quite high in most of the states. It ranged from 1:18 to 1.70 The ratio in general was higher in private schools and rural Govt. schools. K.V.S. were maintaining a satisfactory ratio of 1:30.
- The teachers reported that a sizable duration of time is also devoted for non-academic activities such as sports, social and national functions, preparation and maintenance of time-table and attendance registers collection of tuition fees, and other donations/contributions, payment of bills, mid-day meal, staff meetings, supervision and maintenance of school campus such as gardening, repair work etc, pulse polio, enrolment drive, literacy campaign, family planning, election duty etc. The engagement of teachers in non-academic work on an average very from 15 to 25% of total time available during the year Some states like Rajasthan, Orissa, Karnataka have even reported additional engagements of teachers in non-teaching work. This kind of situations were adversely affecting the teaching-learning environment of the schools.
- While obtaining teachers options about their favourable subjects a very clear picture emerged Teachers with science background preferred science and mathematics subjects for teaching and were aversive about non-science subjects and vice versa.

- The opinion about difficulties experienced by the parents and students in the subjects of study was more or less vague. Among the easy subjects majority of students and parents reported that mother tongue and up to some extent mathematics and science are the subjects of interest but the difficult subjects included English, Social Studies and for some mathematics and science subjects also fall in this category.
- Social studies was reported difficult among all subjects at the primary stge as it contains more of language which is beyond the comprehension level of children of this stage. The subjects science and mathematics were difficult to those who were not properly taught from the beginning. In all the participating states of the study, the problem of subject difficulty was more common due to prevailing system of class teaching instead of subject teaching.
- Teachers were unable to pay individual attention due to large classes, small space to accommodate children in the classes.
- As far as teachers preparation before going to the class was concerned, less than half of the total teachers interviewed reported that they do make some preparation In this context majority of Govt. school teachers reported that they do not need any preparation at this stage as they have a long experience of teaching However private school teachers do make some preparation before actual teaching. It is accountability that matters more in private schools whereas in Govt. schools no body is perhaps responsible for the poor and uninspiring methods of teaching.,
- Scarcity of teaching learning materials was found in Govt. schools and any available materials were rarely put to use in the class on the contrary in private schools ready made material was available in limited quantity. Teachers of these schools also reported that sometimes they do prepare their own aids and use them.
- There was a lack of motivation among the teachers to use modern methods of learning. A dull and uninspiring environment in a school was found to contribute significantly towards the problems of curriculum load.

- In all participating states 4-subjects viz. Language, mathematics, Science and Social Studies (EVS) are taught. A fifth subject 'English' is now introduced from class III onwards in Govt schools in all the states. As such now 5-subjects are taught both in Govt. and private schools. The number of textbooks carried in the bag of class IV to V children comprised 4 to 6 books in case of Govt. schools whereas 7 to 9 books were found in the bags of private school children. The number of notebooks was in proportion of the number of books in Govt. schools as well as in private schools. Private school children also carry books/notebooks such as Activity Book, Moral Education, Art/Drawing copy etc All such supplementary learning material though quite interesting and useful but increase at least the physical load of the bag.

4.2 Teachers' Perception about Educational Problems of Students

Teachers observation on various educational problems faced by students of primary level which may create hindrances in their academic progress are reported as under:

- Language of textbooks
- Difference in the language of school and home
- Parental indifference towards education of their children
- Weakness left in earlier class i.e. Learning gaps cropped up.
- Non-availability of learning materials particularly textbooks in time.
- Lack of interest in the studies.

- One of the problems mentioned by teachers was parental indifference in the day-to-day progress of the child in the school Parental indifference affects the progress of the child as seen in terms of absenteeism, carelessness in the studies, undesirable behaviour in the school/class. It may result in the drop outs. The second problem relates to learning gaps or weakness left in the earlier class in different subject areas. These gaps grow due to lack of individual attention needed in the class. If the child's learning continuity is broken, then it becomes very difficult to overcome that deficiency unless some stringent measures are adopted by the teacher/parents for its removal.

- The third problem was non-availability of learning materials i.e. textbooks on time due to delay in printing or parents inability to buy them in time.
- The teachers had mixed perceptions about the usefulness and effectiveness of pre service Training in discharging their professional duties. Almost half of the teachers interviewed responded that pre-service training is fully effective whereas rest of the teachers gave as partially helpful as well as not helpful at all.
- The mismatch between school and home language causes adverse effect on learning of the child. The teachers reported that 20 to 30% students face difficulty due to this mismatch. Its effect was reported more in urban schools than in rural ones where migratory population like workers, labourers etc are found in large numbers.
- Weekly tests/units tests/monthly tests were reported as the mode of evaluation of students learning. Private schools and KVS follow continuous evaluation (weekly & unit tests).

  The proportion of oral and written tests vary with the level in terms of age and class of the child Children upto Class II are given more oral problems and students of classes IV and V are given more written problems in the tests.
- It was also reported by the teachers from all the states and from all category of schools that they take all measures to help the low achievers by paying more attention, taking extra classes, organizing diagnostic and remedial teaching, informing parents to take extra care of the child, encouraging peer group learning, advising class monitor to help week students of the class etc.
- Majority of teachers both from rural and urban primary schools reported that they are able to complete more than half of the syllabus in first half of the session so that enough time is left in the second half for revision of whole course before examination.

- Most of the teachers both from rural and urban schools make full use of the textbooks for transacting in the class. Textbooks provide sufficient directions and help in their teaching work.
- Almost all the teachers both from rural and urban settings assign 'Home Work' tasks regularly to the students. The range of time duration required for completing the school assignment, it was from 30 minutes to 3 hours The percentage of students who are able to complete the Home Work regularly varied from 50 to 90 per cent. KVS and Public School children were more particular in doing H.W than Govt. schools children. Almost half of the students complete the Home assignment themselves and other half get it done with the help of parents, brothers/sisters or tutors. Children from rural areas and those from first generation learner families face difficulty in doing their Home Work due to lack of encouragement and guidance.

4.3 State Specific Observations of Teachers

a) Madhya Pradesh

Opinion of teachers in this context was that subject as a whole was not reported as difficult but within the subject, some topics/sections were comparatively difficult resulting into content load. The topics comprised the following:

- Computers in Environmental Studies
- English Grammar for Classes IV & V
- Lack of appropriate questions at the end of some chapters
- Difficult problems on operations of multiplication and division, fractions, decimals etc.,

Heavy syllabus of Environmental Science

b) Karnataka & Delhi

Majority of Government School teachers reported that mathematics syllabus was heavier than required for classes III, IV & V. Social science and English were also reported above the level of children.

c) Orissa

Only few teachers reported that curriculum at the primary stage was overloaded. The main subject of concern was mathematics of class V, which seemed to be more in content to some extent. Social studies, English and Oriya were reported as little heavy ones.

d) Rajasthan

Majority of teachers reported that they do not feel curriculum as heavy one However about mathematics and social studies few teachers gave their opinion of heaviness.

4.4 Parents' Perception about Curriculum Load

- The parents perception about the education of their wards was more or less satisfactory They try to help their children by providing study materials and also on other aspects such as tutorial help either by themselves or by elder brother/sister of the child or by a paid person. Parents reported that the time children devote on completing the Home Work ranges from 30 minutes to 3 hours daily depending upon the class of the child.
- Normally children study in classes III, IV and V devote more time on completing Home Work.
- In parents view Mathematics and Hindi was more easy and interesting subject to their children. The opinions of parents belonging to rural and urban areas vary widely on the issue of curriculum load ;In Madhya Pradesh only few rural parents feel it as heavy, whereas urban parents in large number (48%) feel it as heavy. It is argued that in urban areas

scholastic and non-scholastic subjects were found more than in rural areas resulting into the heaviness of the school bag both in terms of size and content load.

4.5 Children's Perception about Curriculum Load

Children of classes IV & V were interviewed in all the states. Firstly children hesitated to opine. Secondly they could provide some ideas about their difficulties. Their revelations are summarized as under:

- Maths and EVS emerged as relatively difficult subjects Non comprehension and too much content to memorise
- Most of the children found homework burdensome as it hinders their play time.
- Some children mentioned their disinterest owing to teachers' attitudes and non availability of materials as well as parents help in their studies. Their hesitation could also be responsible to some extent
- All children expressed their desire for more play and activities as compared to routine class room teaching.

CHAPTER FIVE

CONCLUSIONS AND SUGGESTIONS

Chapter V

CONCLUSIONS AND SUGGESTIONS

The present study has focussed on the nature and magnitude of curriculum load on children at pre-primary and primary stages ***The evidences are based on the primary data collected through observation, assessment and interviews with teachers, parents and children.*** As such the curriculum load has been explored by studying the perceptions of the concerned stakeholders about its various dimensions and factors. Major findings have been reported in the preceding chapters The conclusions and suggestions emanating from these findings are mentioned below separately for the pre primary and primary stages:

5.1 Conclusions pertaining to Curriculum load at Pre-primary Stage

In view of various aspects explored in the context of curriculum load at pre-the primary stage, following conclusions can be drawn·

1. Pre-primary education in most cases is treated as a ***downward extension of primary education.*** This practice is most dominant in urban public schools. Rural schools also adhere to the same practice but to a lesser extent.
2 Teaching of the 3 R's is considered to be the ***natural content area for pre-school education***. There is little consideration to the play-way methods and activity-based learning. Teaching of 'the 3 R's gets unduly prompted for reasons such as.
    a) Dearth of variety of play material and equipment in pre-schools
    b) Lack of facilities of space for both indoor and outdoor games
    c) Lack of provision for health facilities
    d) Irregular supply of nourishing mid-day-meal and the improper management of the scheme in this regard
    e) Too early enrolment of children in pre-primary schooling:

3 Large number of underage children are admitted in pre-schools who are not mature enough to handle the formal teaching offered in these schools. Children as young as 2½ years of age are admitted to pre-schools who do not get age specific and developmentally appropriate curriculum to follow

4. Training needs of teachers of pre-schools remain unidentified and unattended to in the absence of proper training facilities and in-service training programmes In the training, qualifications and interest of teachers working with young children are seldom taken into consideration

5. Parental expectations from pre-school education of children also poses problems for making the pre-school programme informal, play based and child centred as majority of parents consider teaching of 3 R's and formal method of education quite favorable at this stage Such parental expectations about reading, writing and arithmetic competencies comparable to class I or class II curriculum from a pre-school age child has its genesis in the parents desire for seeking admission in class I, in good public school i e specially in urban areas.

6 The duration of pre-school education is one year in Delhi, (MCD, NDMC schools) and two to three years in the rest of the schools in Delhi and in other states as well There are pre-nurseries in many cases in private sector which have the duration of pre-school education more than two years.

7 In a large number of pre-school centres except in Angnwadis the daily working hours are for more than 3 hours Working hours in some cases get stretched up to 5 hours In the states where the daily duration of working hours is more than 4 hours (e.g Karnataka), children get more formalized environment and teaching of 3 R's thereby making stay of children difficult, besides being non productive. Such situations contribute towards the curriculum load on children

8. Admission age and admission tests for pre-schooling also contribute to the load on pre-school children in various ways. The age of children is not given due consideration for planning a suitable programme, which is age specific and developmentally appropriate. This could be because of pressure on

parents to admit the child in a good school and get the child academically ready for admission test since admission tests are given to parents and children for admission of child in so called reputed schools parents prepare children in three R's and in turn pressurize pre-school system for teaching of 3 R's. Children are generally tested orally as well as through written tests with emphasis on reading writing and numbers.

9. One of the significant reasons for pressure on children is the large distances children are compelled to travel specifically in case of public schools in cities and metropolitan cities. It has been found that many children in big cities travel 7 to 15 kms to reach their schools.

10 Medium of instruction also significantly contributes to the academic burden on the children. Medium of instruction poses difficulties for young learners especially when their home background is non-supportive to a language other than the mother tongue. Children's speaking dialects at home do not match with the language used in school and pose psychological pressure on the minds of young children.

11. A significant dimension of visible curriculum load on children appeared due to prescribing large number of books, workbooks etc. The management feels free to prescribe books to children at this stage. The number of books prescribed in schools range from 2-3 books in government schools to 4-11 books/workbooks in public/private schools All children carry school bags full of books prescribed in schools with tiffin box, water bottle, school diary, pencil box and notebooks along with homework copies etc. which amount to heavy school bags or curriculum load in physical terms

12. Children are not only made to learn the 3 R's in a formal set up, they are also given homework regularly as an exercise to reinforce what has been taught in the class. The task of homework is given almost in all schools in all the states. Nearly 84 per cent of the sampled schools have reported the practice of giving homework to children. The extent is 74 percent in Orissa and 96 percent schools in Rajasthan. Teachers however maintain that the homework is given at the insistence of parents.

13. With regard to perception of teachers on curriculum load, it was revealed that majority of teachers did not visualize load on children on account of pre-school curriculum and methods. Only one third of the teachers in Orissa and Rajasthan were found critical of the curriculum load on children. Similarly large majority of parents (about 84 percent) have opined homework to be necessary Further, they had suggested that it should be of a duration ranging from 30 minutes to 3 hours. Parents also suggested that the quantum of homework should be less. It should be mainly oral and children should be able to do it independently.
14. The main area of dissatisfaction for parents was about the mid-day meal facilities The next item was weight of the school bag, followed by poor hygienic conditions in schools. Transport facilities, availability of play and learning material and school timings were other areas about which some parents had expressed dissatisfaction.
15. The survey revealed that one of the major contributing factors towards burdening children was pressure from private publishers on schools to introduce new books on rhymes, stories, number work etc.,
16 The growing competition right from the pre-school stage is another contributing factor since it over loads children with formal instructions, without any consideration about the needs of children for play, exploration and creativity
17. The absence of any regulatory mechanism to exercise control over the curriculum, method and teacher training requirements adds to the unrestricted ever-increasing burden on children There is no monitoring of the quality of teacher training institutions at pre-school stage. Educational qualifications and professional training and other requirements necessary for a nursery teacher are, hardly adhered to while appointing teachers in nursery schools Engagement of such unqualified persons for educating pre-scholars perpetuates practices of elementary stage to pre-school adding to the problem of curriculum load.

5.2 Suggestions

It is evident from the major findings and conclusions of the study of curriculum load on pre-school children that they have to bear the burden on both counts, namely, the load of heavy school bag and that of comprehension. Admittedly steps must be taken to reduce it so that children enjoy their childhood and acquire skills and understandings commensurate with their developmental status. Based on the research evidences, the following suggestions are offered:

(i) Pre-school education should be uniformly available to all children.

(ii) Pre-school education should be of two years duration. It should enrol children between the age of 3 to 4 years.

(iii) Admission to primary stage should not be based on the test of knowledge in 3 R's. It should be a smooth transition from pre-primary to primary.

(iv) Instructional time for pre-school children should in no case exceed four hours.

(v) Formal teaching of subjects, reading and writing must be prohibited at the pre-primary stage

(vi) The curriculum at pre-primary stage should focus on development of skills of identification, comparison, matching, naming, seriation, drawing and counting without formal learning of numbers etc. Opportunities for child to child interaction and child nature interactions must be provided in abundance. This stage should be utilized for developing positive attitudes, and habits for healthy, social participation. Children should be encouraged to play with pets, knowing common birds, animals, plants and means of transport and some celestial bodies such as sun, moon and stars.

(vii) Children should be exposed to concrete material including picture books. Books related to learning of 3 R's need not be prescribed.

(viii) Homework must be prohibited

(ix) Children should not be admitted in schools located at a distance exceeding 3 kms.

(x) Conditions at pre-school should be hygienic and adequate materials for play must be made available.

(xi) Undue competition among children should be curbed.

(xii) Children at the pre-school stage should be under the charge of properly trained teachers only.

(xiii) Efforts should be made to educate parents about pre-school education in order to check undue expectations from pre-school children, thereby reducing the pressure on them Media support must be harnessed in this regard

(xiv) A regulatory mechanism should be evolved at the state level to oversee the curriculum, recognition of schools at pre-primary stage, teacher-training (both pre-service and in-service) and maintaining norms of physical facilities and quality of learning experiences provided to children.

5.3 Conclusions Pertaining to Curriculum Load at the Primary Stage

The present study has attempted to study various dimensions of curriculum load of children at primary stage as perceived by teachers, parents and children vis-à-vis the ground realities with regard to physical facilities and other factors. Based on the findings of the study certain conclusions were drawn which highlight the situations present in the states and the common practices in use with regard to curriculum load on children The conclusions are presented below

1. In private schools, children are subjected to academic exercises prior to their admission in Class I This phenomenon occurs at both the places namely, the homes and preschool centers. It was found that parental expectations, urge, competition among privately managed preschool institutions that was found to be responsible for creating undue pressure on children at this tender age.

2. While government school children were found to have primary school at a distance ranging from 1 to 2 km from home, the private institutions were attracting children from a distance ranging from 5-15 kms. Similar was the condition with regard to the KVS schools The distance travelled by children was found to contribute towards stress leading to psychological pressure amounting to curriculum load.
3. The government schools were found to be deficient in providing adequate physical facilities particularly that of toilets, drinking water, play equipment, black boards, teaching learning aids etc. It was also noticed that wherever facilities existed their maintenance was extremely poor. The condition in privately managed schools and KVS was found to be better on this account It was also found that the attitude of teachers towards physical facilities and their use was significantly different in government and private schools.
4. The instructional time in primary schools range from 5-6 hours in all the schools in the states. Working days were reported between 210-235 days but utilization of these working days for instructional purposes was significantly different in government and private schools The government teachers had to engage themselves in non academic activities for 15 to 25 per cent of working days in a year.
5. The teacher-pupil ratio across the states ranged from 1:18 to 1:70 Another finding was that quality of the output was better in private schools where teacher pupil ratio was relatively higher than the government schools. This may be interpreted as an outcome of monitoring mechanism and accountability differences in the two sets of schools.
6. It may be noted that the KVS were found to maintain a student ratio of 1 30 throughout. In rural areas the teacher pupil ratio was found to be higher on account of single teacher schools or the vacant posts of teachers, in schools. The quality of education was found to be a casualty in government institutions located in rural areas.

7. The study revealed that the school bag was heavier in all public schools as compared to government schools. Children studying in government schools had 4-6 books as against 7-9 books possessed by children going to private school for the learning of 4 basic subjects Besides this, private school children carried on an average 4 extra books and note books for moral education, drawing and painting, supplementary learning material and help/activity books. As such physical load was a phenomenon seen in public schools alone.
8 Teachers of government schools and private schools both deny curriculum load on children, but complain about the abilities of the children coming from low socio economic background families. Government school teachers however reported certain hard spots of learning in specific subjects , It was noted that teachers complain about inadequate inservice training to meet their requirements.
9. Divergent views were expressed by the parents belonging to rural and urban areas on the issue of curriculum load. Only a few rural parents expressed their own concern about curriculum load while sizeable number of urban parents pointed out heaviness of the curriculum especially in public schools Parents of government school children were critical of the attitude of teachers and teaching-learning as organized in classrooms The urban parents of public as well as government school children demanded enhanced curriculum for their children
10. Home work was appreciated by all parents in all types of school However, a small section of parents complain about the quality and quantum of home work to be given to their wards. It was also found that there were differences in the home/family support to the children in rural and urban areas It was also noted that practices of diagnostic and remedial teaching were in practice only in a selected private schools and in some of the KVS
11 About 30 per cent of children expressed difficulties in learning due to non comprehension, learning gaps, subject difficulty etc. Most of these children

belonging to public schools, KVS and schools located in cities. Children in rural areas could not explicitly mention about difficulties faced by them. It was gathered from the interviews of the children that there were significant differences in the teaching styles of teachers in a government and private schools. KVS however had better arrangement. The main concern of the children as expressed by them was about subjects being difficult as opined by students of government schools

5.4 Suggestions

The close scrutiny of the findings presented in the preceding chapters and conclusions as stated above, reveal that the problem of curriculum load exists at the primary stage almost in all schools but nature and magnitude vary depending on the management and location of the schools concerned. The findings lead to certain suggestions which may be helpful in improving the situation with regard to curriculum load on children. Some suggestions are offered as under

1. Basic infrastructural facilities must be ensured in all schools including play material, equipment, drinking water, toilets especially for girls
2. Teacher pupil ratio should be maintained around 1:30.
3 Preservice and inservice training need to be strengthened specially with regard to dealing children with certain deficiencies and continuous and comprehensive evaluation methods of diagnostic and remedial teaching and action research Serious thinking is required regarding improvement of quality of teaching, learning in government schools and certain measures for enhancing teacher motivation coupled with participatory mechanisms and materials support would be desirable. State governments should advice private management not to burden children with extra books and should concentrate more on using an appropriate methodology of teaching.
4 Home work should be given with a view to providing support to class room teaching and it should not utilize more than two hours on children in any

case Proper mechanism for providing them with feed back should also be ensured

5 Practice of private tuitions should be curbed Continuous and comprehensive evaluation and diagnostic remedial teaching should be institutionalized and monitored properly Due emphasis should be given to co-scholastic activities to be organized in schools with a view to ensuring participation of all children Emphasis should be laid on common school activities related to simple yogic exercises, silent sitting, relaxation and concentration Children should be encouraged to play and inculcate values of cooperative living. The administrative machinery including the headmasters should concentrate towards education of the children from deprived sections, minorities and economically weaker sections

6 Special attention should be given to mastery learning of concepts and learning gaps should not be allowed to occur and be removed at the earliest opportunity

5.5 Educational Implications

The study has provided newer insights into the dimension of the curriculum load as obtained in schools across the six states Its magnitude and the nature, of course, varies. The problem may be tackled mostly at local levels only. Teachers, Headmasters, parents, administrators and community persons may be geared to help. What is required is that the children should be provided with an attractive environment, basic minimum facilities for teaching-learning, play materials and opportunities for mutual interaction Certain implications, however, emanate from the study which need to be taken care of by educational planners and administrators, curriculum developers and textbook writers A few suggestions in this regard are mentioned below.

1 The curriculum should be formulated giving due importance to the issue of curriculum load. It should be appreciated that mere slicing of the content would not be of any help Certain time-tested practices need to be adopted which may include spiral presentation of the curriculum, all 'dead

wood' may be deleted from the curriculum and the curriculum may be linked with life skills and life situations. Enough room may be provided for local specific curricula and providing for activity based and joyful activities commensurate with the developmental stage of children besides inculcating basic human values among them.

2 The textbooks should be so presented that the content is properly sequenced, proper examples are provided, opportunities for activities, exercises and revision are found in plenty and pictures and diagrams should help to make the understanding of concepts more clear The textual material should be such that it makes class transaction smoother. The administrators could lay more emphasis on processes rather than products The 'inspectorial' model should be dispensed with and participatory mechanisms be adopted. Community participation should be solicited for which school and society may be brought a little closer to serve the interest of the children in the best possible manner There should be an awareness campaign utilizing the media addressed to teachers, community leaders and parents as to how the education of children at the primary stage be geared up with a view to clarifying the roles of each category of persons. There should be reasonable scope in the school system wherein children should feel free to express their grievances about which responsible persons be advised to deal with them in a judicious manner.

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Appendix I

Research Tools

शोध उपकरण -I

पूर्व-प्राथमिक विद्यालय संबंधी विवरण

विद्यालय का नाम व पता ....
....
....

विभागीय सदस्य का नाम व तारीख ....
....

I पूर्व-प्राथमिक शिक्षा संबंधी विवरण

1. पूर्व-प्राथमिक शिक्षा की अवधि (1 वर्ष / 2 वर्ष) ....

2. कक्षाओं के खंडों (सैक्शन्स) की संख्या ....

3. बच्चों की कुल संख्या ....

4. शिक्षकों की कुल संख्या ....
6. नर्सरी प्रशिक्षण योग्यता प्राप्त शिक्षकों की संख्या ....

II विद्यालय में प्रवेश संबंधी विवरण

प्रवेश की न्यूनतम आयु ....
प्रवेश विधि (क) मौखिक परीक्षा ....
(ख) लिखित परीक्षा ....
(ग) माता/पिता / संरक्षक का साक्षात्कार ....
(घ) अन्य ....

III समय संबंधी विवरण

- विद्यालय के साप्ताहिक कार्य दिवसों की संख्या ....
  विद्यालय आरंभ का समय ....
  विद्यालय समाप्त का समय ....
  कार्य दिवस की अवधि ....

- बच्चों के घर से विद्यालय आने की अधिकतम दूरी................
  1 - 2 किमी.
  2 - 4 किमी.
  4 - 6 किमी.
  6 - 8 किमी.
  8 - 10 किमी.
  10 - अधिक

IV शिक्षण संबंधी विवरण

1. शिक्षण का माध्यम (क) हिन्दी ....
   (ख) अंग्रेजी ....
2. पाठ्यकम निर्धारण की संस्था ....

V भौतिक सुविधाओं संबंधी विवरण

(क) खेल का मैदान	है / नही
(ख) पेयजल की व्यवस्था	है / नही
(ग) शौचालय की सुविधा	है / नहीं
(घ) शिक्षण सामग्री की व्यवस्था	है / नहीं
(ङ.) खेल सामग्री की व्यवस्था	है / नहीं

विशेष : पाठ्यकम / पाठ्यचर्या तथा विद्यालय की समय सारिणी की प्रति प्राप्त कर लें ।

शोध उपकरण -II

अध्यापक / मुख्य अध्यापक साक्षात्कार पत्रक (पूर्व प्राथमिक स्तर)

अध्यापक/मुख्य अध्यापक का नाम	....
शैक्षिक योग्यता	....
पूर्व-प्राथमिक स्तर का शिक्षण अनुभव	....
विभागीय सदस्य का नाम	....

1. विद्यालय में पूर्व-प्राथमिक शिक्षा का क्या कार्यक्रम है ?

2. किस प्रकार की खेल सामग्री उपलब्ध है ?

3. क्या बच्चे बस्ता लेकर आते हैं ? हाँ/नहीं

   यदि हाँ, तो बस्ते में क्या-क्या सामग्री होती है ।

4. क्या आप पढ़ने, लिखने तथा गणित का शिक्षण औपचारिक विधि से कराते हैं ? यदि हाँ, तो निम्न के अन्तर्गत कहाँ तक कराते है ।

(औपचारिक/अनौपचारिक)

(क) संख्याएँ

(ख) भाषा

(ग) अन्य

5. कक्षा में शिक्षण किस ढंग से कराते है -

- बड़े समूहों में गतिविधियाँ
- छोटे समूहों में गतिविधियाँ
- व्यक्तिगत सहायता प्रदान करना
- अन्य विधि से

6. क्या आप बच्चों को गृह-कार्य देते है । हाँ/नहीं

यदि हाँ, तो (क)बच्चा उसे पूरा करने में औसतन कितना समय लगाता है।

(ख)गृह-कार्य का स्वरूप क्या होता है ?

7. आप बच्चों के गृह-कार्य का मूल्यांकन कैसे करते है ?

क्या आप उनके कार्य का मूल्यांकन प्रतिदिन करते है या साप्ताहिक करते है ?

8. छात्रों की सीखने में रही कमियों को किस प्रकार दूर करते है ?

9. आप की राय में क्या पाठ्यक्रम बच्चों के लिए भारी है ? हॉं/नहीं

यदि हॉं, तो किस प्रकार से भारी है

10. सत्र के अन्त में आप बच्चों का मूल्यांकन किस प्रकार करते है ?

- कागज पेंसिल द्वारा परीक्षण
- मौखिक परीक्षण
- अन्य प्रकार से

शोध उपकरण -III

माता-पिता/अभिभावक साक्षात्कार पत्रक (पूर्व प्राथमिक स्तर)

माता/पिता का नाम ....
....

शैक्षिक स्तर (क) माता ....

(ख) पिता ....

व्यवसाय ....

1. आपने बच्चे को किस आयु में दाखिल करवाया था ?

2. दाखिल करवाने के लिए आपने क्या-क्या तैयारियां की थी ?

3. विद्यालय में दाखिला किस विधि द्वारा हुआ था ?

   - लिखित परीक्षण से
   - मौखिक परीक्षण से
   - बच्चा तथा माता-पिता का साक्षात्कार से
   - लाटरी द्वारा या
   - अन्य

4. क्या आप निम्नलिखित के बारे में संतुष्ट है :

(क) विद्यालय के समय हाँ/नहीं

(ख) जाने आने की सुविधा

(ग) बस्ते का भौतिक वज़न

(घ) विद्यालय की स्वास्थ्यकर स्थिति

(ङ) विद्यालय मध्यान भोजन व्यवस्था

(च) सीखने-सिखाने की विधियाँ

यदि नहीं, तो कारण स्पष्ट कीजिये ।

5. क्या आपके बच्चे को गृह-कार्य करने को मिलता है ? हाँ/नहीं

यदि हॉ, तो

(क) किस प्रकार का गृह कार्य मिलता हैं ?

(ख) गृह-कार्य को बच्चा किस प्रकार पूरा करता है :

i) बिना किसी की सहायता से स्वंय

ii) अपने भाई-बहनो की सहायता से

iii) माता-पिता/अभिभावक की सहायता से

iv) ट्यूटर की सहायता से

6. क्या आपके बच्चे को गृह-कार्य देना आवश्यक है ? हाँ/नहीं

यदि हाँ, तो कैसे और कितना दिया जाय

7. क्या आपका बच्चा वर्तमान विद्यालयी कार्य-क्रम का सुगमता पूर्वक सामना करने में समर्थ है ? हाँ/नहीं

यदि नहीं, तो आप इस संबंध में किस प्रकार की समस्या का अनुभव करते है ?

शोध उपकरण -IV

विद्यालय संबंधी विवरण (प्राथमिक स्तर)

विद्यालय का नाम व पता ....

....

विभागीय सदस्य का नाम ....

1. कक्षा 1 में दाखिला की न्यूनतम आयु ....
2. दाखिला की विधि ....
3. सप्ताह में विद्यालय के कुल कार्य दिवस ....
4. विद्यालय खुलने का दैनिक समय (......... बजे से ....तक)
5. वर्षभर में विद्यालय के कुल कार्य दिवस ....
6. वर्षभर में शिक्षण के लिए उपलब्ध दिवस ....
7. प्राथमिक कक्षाओं में विद्यार्थियों की कुल संख्या ....
8. प्राथमिक कक्षाओं के कुल खंड (सैक्शन्स) ....

9. प्राथमिक स्तर पर अध्यापकों की संख्या ....

10. प्राथमिक स्तर के लिए प्रशिक्षित अध्यापकों की संख्या ....

11. अन्य प्रशिक्षित/अप्रशिक्षित अध्यापकों की संख्या ....

12. शिक्षण का माध्यम ....

13. विद्यालय में उपलब्ध भौतिक सुविधाओं की स्थिति

(क) खेल का मैदान

(ख) खेल - सामग्री

(ग) पेयजल की व्यवस्था

(घ) मूत्रालय लड़के/लड़कियों के लिए अलग-अलग व्यवस्था

(ङ) उपयोग परक ब्लैक बोर्ड (श्यामपट्ट)

14. विद्यालय द्वारा लाभान्वित इलाके की अधिकतम दूरी ....

शोध उपकरण -V

अध्यापक साक्षात्कार पत्रक (प्राथमिक स्तर)

अध्यापक का नाम ....

योग्यता ....

प्राथमिक स्तर पर शिक्षण अनुभव ....

विभागीय सदस्य का नाम ....

(क) शिक्षक के कार्य संबंधी जानकारी

1. क्या आप वर्तमान पाठ्यक्रम को एक सत्र में सुविधाजनक रूप में पूरा कर लेते हैं? हां / नहीं

2. पाठ्यक्रम का कितना प्रतिशत भाग पहली और दूसरी छमाही में पूरा कर पाते है ?
   पहली छमाही ....प्रतिशत
   दूसरी छमाही .... प्रतिशत

3. क्या पाठ्यपुस्तकें आपको शिक्षणकार्य में पूरी सहायता दे पाती हैं ? हां / नहीं
   यदि नहीं तो पाठ्यपुस्तकों के अतिरिक्त और कौन सी सामग्री आप उपयोग में लाते है ?
   विवरण दीजिए

कक्षा	विषय	अतिरिक्त पुस्तकें व सामग्री
1		
2		
3		
4		
5		

4. कक्षा में पढ़ाने से पूर्व आप क्या-क्या तैयारी करते है ?

5. विषयों को पढ़ाने के लिए क्या शिक्षण सामग्री उपलब्ध है ?

हां / नहीं

यदि नहीं तो इस कमी को आप कैसे पूरा करते है ।

6. आपको दिया गया प्रशिक्षण आपके कार्य में कितना सहायक है ?

पूरी तरह ( ) आंशिक रूप में ( ) नहीं के बराबर ( )

7. क्या आपके विद्यार्थियों को घर की भाषा व विद्यालयी भाषा में अन्तर होने से कुछ कठिनाई होती है - हां / नहीं

यदि हाँ, तो कितने प्रतिशत को है

8. क्या कक्षा में विद्यार्थियों की संख्या आवश्यकता से अधिक है- हां / नहीं

यदि हाँ, तो आप इस स्थिति से निपटने के लिए क्या करते है ?

9. आप कौन सा (से) विषय सुविधापूर्वक पढ़ा पाते हैं ?

10. ऐसे विषयों के नाम बताइए जिसे पढ़ाने में आपको कठिनाई होती है ?

11. आपका कितने प्रतिशत समय शिक्षण के अतिरिक्त अन्य कार्यो में व्यतीत होता है ? .... प्रतिशत

- कार्यो के प्रकार का उदाहरण दें ....

....

- समय क्षतिपूर्ति की भरपाई किस प्रकार करते है

....

....

....

12. शिक्षार्थियों की संप्राप्ति का मूल्यांकन कितने अन्तराल में करते है ?

मूल्यांकन की विधि -

- मौखिक का प्रतिशत

- लिखित का प्रतिशत

13. परीक्षा के आधार पर कमजोर बच्चों के लिए आप क्या व्यवस्था करते है?

14. पाठ्यक्रम बोझ के संदर्भ में अपनी राय निम्न विषयों के बारे में स्पष्ट कीजिए ?

विषय	कक्षा	विषय	कक्षा	विषय	कक्षा
भाषा	(I)	गणित	(I)	पर्यावरण अध्ययन	(I)
	(II)		(II)		(II)
	(III)		(III)		(III)
	(IV)		(IV)		(IV)
	(V)		(V)		(V)
	विवरण	विवरण		विवरण	

(ख) शिक्षार्थियों संबंधी शिक्षक की राय

1. कक्षा में शिक्षण का लाभ कितने प्रतिशत विद्यार्थी उठा पाते हैं ?

मंद सीखने वाले विद्यार्थियों के लिए आप क्या व्यवस्था करते है ?

2. प्राय: विद्यार्थी किस प्रकार की कठिनाइयाँ महसूस करते है ?
   - (क) पाठ्यवस्तु संबंधी [ ]
   - (ख) पाठ्यपुस्तक की भाषा की कठिनाई [ ]
   - (ग) पिछली कक्षा में रही कमी के कारण [ ]
   - (घ) घर तथा विद्यालय की भाषा में भिन्नता के कारण [ ]
   - (ङ) विषय में अरूचि के कारण [ ]
   - (च) माता-पिता की उदासीनता के कारण [ ]

3. कक्षा में विद्यार्थियों की सहभागिता किस हद तक रहती है -

	पूरी तरह	आंशिक	नहीं के बराबर
सीखने-सिखाने में			
पाठ्य सह-गामी क्रियाओं में			

4. क्या आप बच्चों को गृह-कार्य देते है । हॉ / नहीं

यदि हॉ, तो यह गृह-कार्य कितने समय का होता है ?

गृह-कार्य को कितने प्रतिशत विद्यार्थी नियमित रूप से पूरा करके लाते हैं।

5. आपके अनुभव से कितने प्रतिशत विद्यार्थी गृह-कार्य को स्वंय करते होंगे ।

6. आप को कितने प्रतिशत अभिभावकों का सक्रिय सहयोग मिल पाता है

(क) विद्यार्थियों को नियमित विद्यालिय भेजने में .... प्रतिशत

(ख) पठन-सामग्री उपलब्ध कराने में ....

(ग) पढ़ाने/गृह-कार्य पूरा कराने में ....

7. अभिभावक-शिक्षक संघ की सभा में कितने प्रतिशत अभिभावक सम्मलित होते है । .... प्रतिशत

8. आपके द्वारा दिए गए सुझावों का क्रियान्वयन कितने प्रतिशत अभिभावक करते है ? .... प्रतिशत

शोध उपकरण - VI

माता-पिता / अभिभावक पत्रक (प्राथमिक स्तर)

विद्यार्थी का नाम ....कक्षा ....

विद्यालय का नाम ....

माता-पिता/अभिभावक का नाम ....

शैक्षिक योग्यता .... आयु ....

व्यवसाय ....

विभागीय सदस्य का नाम ....

1. क्या आपका बालक प्रसन्नता पूर्वक विद्यालय जाता है ? हां/नहीं

   यदि नहीं, तो उसे विद्यालय भेजने के लिए आपको क्या-क्या प्रयास करने पड़ते है ?

2. क्या आपका बालक नियमित रूप से विद्यालय जाता है ? हां/नहीं

3. आपके बालक द्वारा विद्यालय जाने में कठिनता अनुभव करने के क्या कारण है ?

- घर से विद्यालय की दूरी
- अध्यापक का बालक के प्रति अप्रिय व्यवहार
- पाठ्यक्रम का भारी होना
- विद्यालय के साथियों का मैत्रीपूर्ण न होना
- अरूचिकर शिक्षण

4. आप विद्यालय की पढ़ाई से कहां तक संतुष्ट है -

पूरी तरह	आंशिक रूप से	नहीं के बराबर
( )	( )	( )

यदि नहीं, तो आप क्या सुझाव देना चाहेंगे ।

5. क्या विद्यालय का पाठ्यक्रम आपकी अपेक्षाएं पूरी करता है ?

पूरी तरह	आंशिक रूप से	नहीं के बराबर
( )	( )	( )

6. आप निम्नलिखित के संदर्भ में किस सीमा तक सहायता करते है --

(क) पठन-पाठन सामग्री उपलब्ध कराने में

(ख पढ़ाई के काम में

(ग) अन्य

तुरंत	थोड़ी देर से	कठिनता से
( )	( )	( )

7. क्या आपको गृह-कार्य करने में बच्चे की सहायता करनी पड़ती है ?

8. क्या गृह-कार्य करने/कराने में बच्चे की और भी कोई मदद करता है?

जैसे :

- भाई - बहिन

- ट्यूटर

- अन्य

9. बच्चे को गृह-कार्य करने/कराने में औसतन कितना समय लगता है ?

.... घंटा / घंटे

10. आपके बच्चे को कौन सा विषय रूचिकर लगता है ?

....

11. आपके बच्चे को कौन सा विषय कठिन/भार स्वरूप लगता है ?

12. आपके बच्चे को निम्न विषयों की पाठ्यपुस्तकें कैसी लगती हैं ?

	बहुत कठिन.	ठीक-ठीक	आसान
(क) गणित	( )	( )	( )
(ख) भाषा	( )	( )	( )
(ग) पर्यावरण अध्ययन	( )	( )	( )

13. आपके बच्चे के घर पर क्या क्रियाकलाप हैं ?

	घंटे
- पाठ्यपुस्तक पढ़ना	....
- सहायक पुस्तकें पढ़ना	....
- खेल कूद करना	....
- टी.वी. देखना	....
- सोना	....

14. क्या आप विद्यालय की अभिभावक-अध्यापक मीटिंग (पीटीए) में भाग लेते हैं ? हॉ/नहीं

सभी मीटिंगों में कभी-कभी कभी नहीं

( ) ( ) ( )

15. आप अध्यापक/विद्यालय द्वारा लिखित सुझावों पर किस प्रकार अमल करते हैं?

तुरन्त कभी-कभी कभी नहीं

( ) ( ) ( )

यदि हॉ, तो एक या दो हाल में ही में अमल किये गये सुझावों का विवरण दें ।

16. क्या आपके बच्चे को विद्यालय की भाषा के कारण कोई कठिनाई होती है?

यदि हां तो किस प्रकार की कठिनाई है ?

17. आपका बच्चा अध्यापक/विद्यालय के बारे में क्या प्रतिक्रिया प्रकट करता है

18. क्या आप निम्नलिखित से संतुष्ट है ? हॉ/नहीं

	पूरी तरह	आंशिक रूप में	बिल्कुल नहीं
- विद्यालय का समय	( )	( )	( )
- विद्यालय जाने आने की व्यवस्था	( )	( )	( )
- पुस्तकों एवं कापियों की संख्या	( )	( )	( )
- विद्यालय की साफ-सफाई	( )	( )	( )
- विद्यालय मध्यान भोजन व्यवस्था	( )	( )	( )

19. क्या आप समझते हैं कि बच्चे पर पढ़ाई का बोझ उम्र के सापेक्ष अधिक है? हां/नही

विद्यालय प्रेक्षण और बच्चों से बातचीत के कुछ बिन्दु (प्राथमिक स्तर)

I विद्यालय में प्रेक्षण के अपने अनुभव निम्न आधार पर नोट करें : -

(1) कक्षावार समय सारिणी

(2) कक्षावार बस्ते में किताबों की संख्या

(3) विद्यालय वातावरण

- पीने के पानी की सुविधा
- शौचालय सुविधा
- शिक्षण में सहायक सह सामग्री
- अध्यापक/शिक्षार्थी गतिविधियाँ

II कक्षा - (III,IV,V) के बालकों से बातचीत निम्न आधार पर नोट करें :-

- क्या आप विद्यालय रोज आते है ? हाँ / नहीं
- क्या आपका पढ़ाई में मन लगता है ? हाँ/ नही

यदि नहीं तो क्या कारण है -

- खेल-कूद अच्छा लगता है
- पाठ्य-सामग्री की कमी है
- अस्वस्थ रहना

- घरेलू कार्य में व्यस्तता
- कक्षा में दण्ड मिलना
- माता-पिता के सहयोग की कमी
- पढ़ाई का कठिन होना
- अन्य

III आपको कौन सा विषय बहुत आसान लगता है ?

IV आपको कौन सा विषय कठिन लगता है ?
कठिनता के कारण स्पष्ट करें -

- कोर्स अधिक है
- शिक्षक कठोर है
- पुस्तक समझ में नहीं आती
- अन्य

V क्या आप पुस्तक से पूरा कोर्स पढ़ कर लाभ उठा लेते है ?
यदि नहीं, तो पुस्तक से क्या सहायता लेते हैं ?

VI क्या आपको गृह कार्य मिलता है ? हाँ / नहीं
यदि हाँ, तो वह कैसे पूरा करते हो

- स्वंय
- माता/पिता की मदद से
- भाई/बहिन की मदद से
- साथी विद्यार्थी की मदद से
- ट्यूटर की मदद से

VII क्या गृह कार्य पूरा न होने पर दण्ड मिलता है ? हाँ/नहीं
यदि हाँ तो किस प्रकार का दण्ड मिलता है –

Appendix II

RESEARCH TEAM

Core Team (DEE)

Prof. K.K. Vashishtha
Dr. Manju Jain
Dr. R.D. Sharma
Dr. Sandhya Paranjpe
Dr. G.C. Upadhyay

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